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ABSTRACT

This course in spoken Burmese is intended for use in introductory conversational classes. Book I in the two-volume series is divided into two major parts, each containing five learning units and one unit devoted to review. Each unit contains sections including (1) basic sentences, (2) word study and review of basic sentences, (3) listening comprehension, and (4) conversation exercises. The lessons, based on cultural experiences commonly shared by the Burmese, are structured for independent study. For the companion document, see FL 004 883. (RL)

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Spoken Burmese

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BOOK ONE

by WILLIAM S. CORNYN

Spoken Language Services, Inc.

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INTRODUCTION

1. This Course in spoken Burmese is designed as a general introduction to the Burmese language. It contains all the essential grammatical materials for learning to speak everyday Burmese, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice *speaking* it in order to master its sounds and its forms.

A teacher will often not be available for those for whom this book is written. So the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Burmese Language is spoken by about 11 million people in Burma.

Variations in language are perfectly natural and are found in every language in the world. So do not be surprised if no two Burmans whom you meet seem to talk in exactly the same way. All the people you meet in Burma will understand the kind of Burmese pres[illegible] in this manual, and a great many of them, es[illegible] in the larger towns and cities and among the fai[illegible] educated will speak it exactly as you find it here. The people in the country areas and even some of the people in the cities, may, however, speak a slightly different kind of Burmese. If the pronunciation you hear is not quite like what is given to you in this manual or what you hear in this course, *imitate the person with whom you are speaking*. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. A Native Speaker and This Manual are used in this course to help you in learning to speak Burmese. The two must be used together. Neither is of any value without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group, and have no regular teacher, choose one of the group to act as *Group Leader*.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the presence of a native speaker of Burmese, preferably a person who can be on hand throughout the course, or next best the voice of a native speaker recorded on the phonograph records which are supplied with this manual. The native speaker is referred to as the *Guide*. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation and usage. It is not his business to be a "teacher" or to "explain" the language to you. *That* is the function of this manual. The Guide should be, if possible, a person who speaks more or less the type of Burmese found in this manual, but he should speak it naturally and without affectation. He should be neither over-educated nor too uncultured.

5. **This Manual** is divided into five major parts, each containing five *learning* units and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, and Pronunciation Drill, in Parts III, IV, and V)
B. Word Study
C. Review of Basic Sentences
D. Listening In
E. Conversation
F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the particular unit. At the end of the manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Burmese-English and English-Burmese.

6. **The Basic Sentences** in each unit are arranged so as to give you a number of new words and a number of new ways of saying things, first broken up into words or short phrases, and then combined in complete sentences.

7. **The Aids to Listening** which are given in the following units present a transcription which is designed to help you in remembering the Burmese words *as they sound*. In this transcription each Burmese sound is represented by one letter. Every letter always stands for the same sound.

8. **The Hints on Pronunciation** are given you to help you improve your speech in Burmese. No language has sounds exactly like those of any other; and in Burmese you will find some sounds which are quite absent from English, and others which are somewhat but not exactly like English sounds.

After you go through these Hints you will be able to hear and imitate more precisely the sounds in the *Basic Sentences*.

9. **Pronunciation is Important** for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it.

Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. The Native Speaker Is Always Right. At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. The Word Study sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you have heard and how to make new words and phrases on the same model.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal conversations among Burmese-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. Situations will be outlined which will give you the setting for your conversations. Here you will be able to make use of all the material that you have learned up to this point.

14. In Speaking Burmese you should *not* first figure out what you want to say in English and then translate it into Burmese, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Burmese and Burmese speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Burmese, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Burmese you already know in the process.

Your learning of Burmese will not stop, therefore, when you have mastered this material. You will, rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them as you go. Carry along a notebook to jot down what you want to remember; you can then review this new material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first unit, try out the expressions on as many people as possible. When you try out your Burmese, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

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PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each unit of this course is divided into *six sections*. It is suggested that the group spend not less than fifty minutes on each section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 3. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the group meets for work on Section A. See that the Guide is supplied with a copy of the *Guide's Manual* which tells him just what he is to do and gives him the Burmese he is to speak to the group. You yourself should consult the back of the Guide's Manual for further instructions.

You should look through all of the sections of this unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable you to make ordinary wants known and to carry on a simple conversation in Burmese from the very start.

All but a few of these words and phrases are selected from the phonograph records for the Burmese Language Guide (Introductory Series) (TM 30-332). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. Opposite are the *Aids to Listening* which will help you in getting the sounds. The *Group Leader* will first read the *English Equivalent* and pause for the *Guide* to speak the Burmese. Every member of the group then repeats after the Guide. The Guide will then say the Burmese a second time and everybody will repeat after him as before. The Group Leader will then read the next English Equivalent and the Guide and group will follow the same procedure.

If no Guide is available, the *phonograph records* provided for the course should be used. When the group is ready, the Group Leader will begin playing the appropriate record and the group will repeat right after the Burmese speaker during the silences on the record. The phonograph records can be used with profit even in cases where a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Burmese; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Burmese pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

Whether you are working with a Guide or with the phonograph records, you must repeat each Burmese word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Mimic everything even the Guide's gestures and the tone of his voice. Keep constantly in mind the meaning of the Burmese you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Burmese, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units, do not attempt under any circumstances to pronounce the Burmese before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening*.

If you are working with a Guide who does not understand English, ask the Group Leader to demonstrate for you what hand signals to use to let the Guide know when you want him to read more slowly or to repeat.

To the Group Leader: If the Guide does not speak English, he is instructed to follow these hand signals:

1. Index finger raised:	BEGIN
2. Hand raised, palm toward the Guide:	STOP
3. Palm down hand moved slowly in semi-circle:	SLOWER
4. Beckoning with index finger:	REPEAT
5. Hand held palm up and moved quickly up and down.	LOUDER

Remember that each phrase you say has a real meaning in Burmese and hence you should always act as though you were really saying something to someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Burmese being spoken.
2. Repeat immediately what you have heard.
3. Keep in mind the meaning of what you are saying.

Begin the words and phrases as soon as your Guide is ready or when the Group Leader is ready to play the first phonograph record.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with the books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 4. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the time permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 11.

Here are some hints that will make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Burmese.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Burmese.

NOTE: Words enclosed in brackets [ ] are not expressed in the Burmese. Words enclosed in parentheses ( ) help to explain the meaning of the Burmese but are not necessary in English. Words enclosed in single quotation marks ' ' are literal or word-for-word equivalents.

Greetings and General Phrases

Record 1A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
How are you? (Good morning, hello, how do you do?, etc.)	*máyèlâ*
I'm fine.	*mábáyè*
Sir *or* madam.	*khímbyá*
How do you do, sir (madam)?	*máyèlâ, khímbyá*
I'm fine, sir (madam).	*mábáyè, khímbyá*
Forms of address:	
to a man considerably older than yourself	*?û*
to a woman older than yourself	*dó*
to a man your own age or older	*kóu*
to a woman your own age or younger	*mà*
to a man your own age or younger	*máun*
Excuse me.	*katòbáyè*
Thank you.	*cêizû tímbádê*
That's so.	*houkkè*
That's not so.	*mahoupphû*
[Do you] understand?	*nâ lédalâ*
[I] understand.	*nâ lédê*
[I] don't understand.	*nâ malébû*
what	*bà*
say?	*pyôðalê*
What [did you] say?	*bá pyôðalê*
slowly	*hnêihnêi*
speak, please	*pyôbá*
Please speak slowly.	*hnêihnêi pyôbá*
restaurant	*thamînzáin*
where?	*béhmálê*
Where['s a] restaurant?	*thamînzáin béhmálê*
hotel	*hótê*
Where['s a] hotel?	*hóté béhmálê*
railroad train	*mîyathâ*
station	*búdáyóun*
Where['s the] railroad station?	*mîyathâ búdáyóun béhmálê*
toilet	*?éinðá*
Where['s the] toilet?	*?éinðá béhmálê*

After you have gone through the *Useful Words and Phrases* once, read the following:

2. Comment on the Aids to Listening

The best way to learn any language is to listen to a native speaker of it, and then copy exactly what he says. That is why we ask you to listen carefully to your Guide (or the speaker on the records) and imitate him as exactly as you can. It would be ideal if you could remember everything he says simply by listening and repeating. However, most of us need to have something on paper to remind us of what we have heard. This is what the *Aids to Listening* are meant for. They are simply an attempt to put down systematically on paper the sounds that you hear on the records or that your Guide will probably say. Remember, however, that they are only *aids* to listening. The listening itself is still the most important thing; the printed material is just a reminder.

Tones

You will notice that in Burmese the inflection of the voice determines the meaning of what is said. English is like that. We can say *it's cold?* or *it's cold!* The only difference between the two expressions is the rise at the end of the question and the fall at the end of the exclamation. In these examples the rise or fall comes at the end of the sentence; in Burmese each syllable has its own melody or *tone*. This *tone* is part of the correct pronunciation of the Burmese syllable and must be repeated and memorized as heard. To help remind you of the difference in what you hear we have used marks of identification as follows: ´ ˆ ˋ. Some of the words have no rise or fall but are broken off very short; these are written with a sign ʔ at the end.

Hints on Pronunciation

To the Group Leader: The explanations preceding the *Practices* should be read by the group and discussed before the practice is attempted. Go through each practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. The *Practices* are in the Guide's Manual and on the phonograph records. Have the group repeat after the Guide, or the phonograph record, first in unison, then individually.

You will find that the practice material is presented in sections on the phonograph record with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

PRONUNCIATION PRACTICES

Use the same procedure with the following practices that you did with the *Basic Sentences* from which they were selected. Go through them three times, twice with the book open and once with the book closed. Try to get a clear impression of the sound and try to make your pronunciation as much like that of the Guide or phonograph record as you can.

Words which are spoken in a low tone of voice which sometimes rises gently toward the end are marked with a sign ´.

Record 1A, after 1st spiral.

PRACTICE 1

dó[1] . . . . . Term of address to an older woman.

---

[1] Repeated on record.

kóu	Term of address to a man your own age.
máun	Term of address to a younger man.
yéi	water

Words which are spoken in a high tone of voice which sometimes falls toward the end are marked with a sign ^. Notice that these syllables are louder than those in *Practice 1.*

Record 1A, after 2nd spiral.

PRACTICE 2

ŋâ	five, fish
kôu	nine
θôun	three
lêi	four

Words which are spoken in a high tone of voice which falls rapidly at the end and ends in a 'throat-catch' are marked with a sign ˋ.

Record 1B, beginning.

PRACTICE 3

bédò	when
nwânòu	cow's milk
páummòun	bread
tèdè	straight

Words which are spoken in a high tone of voice, are very short, and end in a sharp 'throat-catch' are marked with a sign ʔ.

Record 1B, after 1st spiral.

PRACTICE 4

chauʔ	six
tajaʔ	1 rupee
khunniʔ	seven
bêbeʔ	left side

In nor[illegible]id speech the 'glottal catch' ʔ at the end of sy[illegible]ike those in *Practice 4* is replaced by another sound. That is—

chauʔ 'six'	*chaunnáyì* 'six o'clock.'
bélauʔ 'how much'	*bélaullê* 'how much.'

This will be described more fully in a later lesson. The point to be noted here is that words like those in *Practice 4* are marked by a final ʔ, or by the fact that two consonants follow the vowel in the syllable.

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time, take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Burmese. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Burmese?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (*Cont.*)

Here are other useful words and phrases which you will want to use immediately if you are in a place where people speak Burmese.

In working with this material, follow the same procedure that you used with the *Useful Words and Phrases* in Section A. After you have gone through the list once, repeating in unison, read the following *Comment on the Aids to Listening*. Run through the *Pronunciation Practices*. Then go through the list a second and a third time, as in Section A.

1. Useful Words and Phrases (*Cont.*)

Directions

Record 1B, after 2nd spiral.

right side	*nyábeʔ*
turn, please	*hlèbá*
Turn right, please.	*nyábeʔ hlèbá*
left side	*bébeʔ*
Turn left, please.	*bébeʔ hlèbá*

on [the] right side	*nyábephmá*
exists	*šìdé*
There's [one] on the right.	*nyábephmá šìdé*
There's [one] on the left.	*bébephmá šìdé*
straight ahead	*tèdè*
go, please	*θwâbá*
Go straight ahead, please.	*tèdè θwâbà*
here	*dìhmá*
It's here.	*dìhmá šìdé*
Please point.	*pyàbá*
this	*dá*
what?	*bálê*
What's this?	*dá bálê*
what	*bá*
want?	*lóujínðalê*
What [do you] want?	*bá lóujínðalê*
cigarette	*sîgareʔ*
wants	*lóujíndé*
[I] want cigarette[s]	*sîgareʔ lóujíndé*
matc[illegible]	*mîjiʔ*
Do [you] w[illegible] match[es]?	*mîjiʔ lóujínðalâ*
not want	*malóujímbû*
[I] don't want matches.	*mîjiʔ malóujímbû*
this	*dágóu*
Burmese fashion	*bamálóu*
calls (is called)	*khóðalê*
What is this called in Burmese?	*dágóu bamálóu bá khóðalê*

Eating

cooked rice	*thamîn*
eats	*sâdé*
wants to eat	*sâjíndé*
[I] want to eat (a meal).	*thamîn sâjíndé*
bread	*páummòun*
butter	*thôbaʔ*
salt	*shâ*
fruit	*θiθθî*
sugar	*θajâ*
egg (hen's)	*ceʔʔù*
vegetables	*hînðî hînyweʔ*

Record 2A, beginning.

curry	*hîn*
fish	*ŋâ*
beef	*ʔamêðâ*
pork	*weθθâ*
fish curry	*ŋâhîn*
beef curry	*ʔamêðâhîn*
pork curry	*weθθâhîn*
[I] want to eat pork curry.	*weθθâhîn sâjíndé*
water	*yéi*
drinks	*θauttè*

wants to drink	*θaucchíndé*
[I] want (to drink) [some] water.	*yéi θaucchíndé*
soup	*hînjóu*
coffee	*káphí*
tea	*lapheyyéi*
(cow's) milk	*nwândòu*
beer	*bíyá*

Price

How much (is it, does it cost)?	*bélaullê*
How much [do you] want?	*bélau? lóujínðalê*
How much is this (thing)?	*dá bélaullê*
One pice.	*tabyâ*
One anna.	*tabê*
One rupee.	*taja?*

Time

how many hours	*béhnanáyí*
exists already?	*šìbalê*
What time is it?	*béhnanáyí šìbalê*
four	*lêi*
exists already	*šìbí*
It's four o'clock.	*lêináyí šìbí*

movie	*youššímbwê*
when	*bédò*
will show?	*pyàmalê*
When does the movie begin?	*youššímbwê bédò pyàmalê*
what time	*bé ?achéin*
will go out?	*thwemmalê*
When does the train leave?	*mîyathâ bé ?achéin thwemmalê*

Numbers

One	*ti?*
two	*hni?*
three	*θôun*
four	*lêi*
five	*ŋâ*
six	*chau?*
seven	*khúnni?*
eight	*ši?*
nine	*kôu*
ten	*tashé*
eleven	*shè ti?*
twelve	*shè hni?*
Two and two are four.	*hninnè hni? pâun lêi*
Four and five are nine.	*lêinè ŋâ pâun kôu*

After you have gone through these *Useful Words and Phrases* once, read the following:

2. Hints on Pronunciation (*Cont.*)

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Section A. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

As you have already noticed, Burmese has some sounds that are like the ones we use in English. There are also sounds that are almost like our English ones, but still not quite the same. Finally, there are a few sounds that are totally different from anything we have in English.

If you want to speak understandable Burmese, you will of course have to learn to say these last two kinds of sounds. The only way to learn them is to listen to the way your Guide (or the speaker on the records) says them, and to imitate him as well as you can. To help you imitate him we shall give you a few *Hints on Pronunciation*. These will cover, in small doses, the sounds that differ completely from those we use in English, as well as the ones that differ only a little.

We can begin with the vowels:

Record 2B, beginning.

PRACTICE.

a	*ŋâ*	five, fish	like the *a* in *father*
	thamîn	cooked rice	like the *a* in *about, sofa*
e	*bébe?*	left side	like the *e* in *bet*
i	*mîji?*	match	like the *i* in *police*
	mîjì?	match	like the *i* in *pit*
	hîn	curry	like the *i* in *gin*
o	*dó*	aunt	like the *o* in *for*
u	*?û*	uncle	like the *u* in *rude*
	khúnni?	seven	like the *u* in *put*
ei	*lêi*	four	like the *ei* in *veil*
	?achéin	time	
ou	*kôu*	nine	like the *ou* in *soul*
	θôun	three	
		[1st spiral][1]	
ai	*thamînzáin*	restaurant	like the *ai* in *aisle*
au	*chau?*	six	like the *ou* in *out* or
	máun	Mr.	the *ow* in *down*

Warning: (1) In imitating the Guide's pronunciation of the above don't fail to notice and mimic the rise or fall of his voice.

(2) Pay particular attention to the difference in sound between the *o* and the *ou*.

(3) Pay particular attention to the difference in sound between the *e* and the *ei*.

Go through the *Useful Words and Phrases* once more with your book open, but this time take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Burmese. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Group Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

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[1] Unnecessary.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel sounds in *Hints on Pronunciation?*

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Burmese?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Burmese aloud. Keep your voice down if you are working with the rest of the group. Follow the Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each word and phrase. Check the expressions you are not sure about and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression. Then do the following exercise:

2. What Would You Say (Individual Study)

For each of the following situations, two or more Burmese expressions are given. Read all the expressions aloud and pick out the one you think best fits the situation. For example, you would pick (b) as the right choice for the first situation. After you have made your choice, make sure that you know the meaning of the other expressions offered as possibilities and why they would not fit as well as the one you picked out. At the next meeting of the group, you will compare your choices with those of other members of the group and see how you come out.

1. You meet a Burman on the street and you say:
   a. *mábáyè*
   b. *máyèlâ*
   c. *nâ léðalâ*

2. He answers you:
   a. *mábáyè*
   b. *máyèlâ*
   c. *nâ lédé*

3. You ask him where there is a restaurant:
   a. *hòté béhmálê*
   b. *ʔéinðá béhmálê*
   c. *thamînzáin béhmálê*

4. He says there's one on the right:
   a. *bébephmá šìdé*
   b. *nyábephmá šìdé*
   c. *tèdè θwâbá*

5. You thank him:
   a. *nâ malébû*
   b. *hnêihnêi pyôbâ*
   c. *cêizû tímbádé*

6. He asks what you want:
   a. *bá lóujínðalê*
   b. *dá bálê*
   c. *mîjiʔ lóujínðalâ*

7. You say you want cigarettes:
   a. *yéi θaucchíndé*
   b. *sîgareʔ lóujíndé*
   c. *mîjiʔ malóujímbû*

8. You say you want to eat.
   a. *thamîn sâjíndé*
   b. *bíyá θaucchíndé*
   c. *weθθâhîn sâjíndé*

9. You ask what time it is:
   a. *bêlauʔ lóujínðalê*
   b. *bé hnanáyí šìbalê*
   c. *yovššímbwê bédò pyàmalê*

10. He says it is four o'clock:
   a. *mîyathâ bé ʔachéin thwemmalê*
   b. *hninnè hniʔ pâun lêi*
   c. *lêináyí šìbí*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in Section C.2. Skip around the group, calling on different students to speak the Burmese which the situation calls for. Encourage students to give the Burmese, if they can, without reading it from their books. The Guide will correct any student whose pronunciation or use of words is wrong. If there is no Guide, the other members of the group will be prepared to criticize mistakes. In case of disagreement, you should consult the back of the Guide's Manual.

Following this exercise, ask different members of the group to give the English equivalents of the different Burmese expressions listed for each situation. Don't let them give word-for-word translations, but encourage them to give the English expressions which fit the situation.

Go back to the last exercise of the preceding section. The Group Leader will ask different members of the group the Burmese to be used in each of the situations given. Other members of the group will criticize the choices made if they do not happen to agree with them. The Group Leader will also ask for the meaning of all of the other expressions. Then go on to the following hearing exercise.

2. Listening In

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Burmese which uses the vocabulary they know. Meaning, therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary, to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally assign parts and have the students read the conversations. Give every one a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversations and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Burmese immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have heard and said.

Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the *Useful Words and Phrases* to find the meaning. Almost all the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. Mr. Williams asks Mr. Thin, a Burman, for information.

Record 2B, after 2nd spiral.

máun wîlyán: *thamînzáin béhmálê*

máun θîn: *bébephmá šîdé*

máun wîlyán: *bá pyôðalê*
nâ malébû
hnêihnêi pyôbá

máun θîn: *thamînzáin bébephmá šîdé*
nâ léðalâ

máun wîlyán: *nâ lédé*
cêizû tîmbádê

2. In a restaurant Mr. Sein, the Burmese proprietor, and Mr. Smith, an American, talk.

Record 2B, after 3rd spiral.

máun séin: *máyèlâ, khîmbyá*

máun samiʔ: *mábáyè, khîmbyá*

máun séin: *bá lóujînðalê*

máun samiʔ: *sîgareʔ lóujîndê*

máun séin: *dîhmá sîgareʔ*

máun samiʔ: *dá bálê*

máun séin: *dá mîjiʔ*
mîjiʔ lóujînðalâ

máun samiʔ: *lóujîndê*
bélaullê

máun séin: *θôumbyâ*

máun samiʔ: *ðîhmá θôumbyâ*
mîyathâ búdáyóun béhmálê
nyábephmálâ

máun séin: *mahoupphû*
bébephmá šîdé

máun samiʔ: *mîyathâ bé ʔachéin thwemmalê*
θôunnáyîlâ, lêináyîlâ

máun séin: *mahoupphû*
ŋânáyí thwemmé

3. Mr. Williams orders a meal, pays for it, and asks about a movie. Mr. Khin is the waiter.

Record 2B, after 4th spiral.

máun khîn: *bá hîn sâmalê*

máun wîlyán: *bá hîn šîðalê*

máun khín: *ʔamêðâhín, weθθâhín šidé*
máun wílyán: *ʔamêðâhín sâjíndé*
máun khín: *káphí θaucchínðalâ*
máun wílyán: *θaucchíndé*
máun khín: *díhmá káphi*
máun wílyán: *bêlaullê*
máun khín: *ŋâbê*
máun wílyán: *díhmá taja?*
máun khín: *díhmá shè tabê* *cêizû tímbádê*
máun wílyán: *youššimbwê béhmálê*
máun khín: *nyábephmá*
máun wílyán: *bédò pyàmalê*
máun khín: *šinnayí*
máun wílyán: *cêizû tímbádê*

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases.*

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Burmese.

Finally go through the conversations again but this time take turns. The Group Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

SECTION E—REVIEW

1. Covering the Burmese (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Burmese. Read the English silently and test yourself to see if you can speak Burmese for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Burmese and review them. Go through the list once more and continue for at least three times or until you can give the Burmese readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak out the Burmese quickly. Speak the Burmese aloud and try to imitate your Guide's pronunciation as well as you can remember it. When you have completed this individual study, the group will then proceed to the following exercise.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the Burmese expressions. Call on different students (not in any fixed order) asking for the correct Burmese for the English. The students are to respond with their books closed. The Guide will indicate by a negative sign whenever he hears a Burmese expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Burmese should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the Burmese; stick to the *how*.

There are two precautions which the Group Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Burmese expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Burmese, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In order to fix in your mind the expressions you will need in the conversations of the following section, check yourself on your ability to speak the Burmese you have learned. By now you should not have to grope for it. The Group Leader will ask you to supply in turn the Burmese expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of recalling the Burmese when you are looking only at the English equivalents, as suggested in 1 of this section, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Burmese expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Simple Arithmetic in Burmese

Here are the numbers from one to twelve. Repeat after your Guide, once with your book open, twice with your book closed.

tiʔ
hniʔ
θôun
lêi
ŋâ
chauʔ

khúnniʔ
šiʔ
kôu
tashé
shè tiʔ
shè hniʔ

Here are some sample additions. Repeat after your Guide as above.

a.	*tinnè kôu bélaullê*	1 + 9 = ?
	tinnè kôu pâun tashé	1 + 9 = 10
b.	*ŋânè θôun pâun bèlaullê*	5 + 3 = ?
	ŋânè θôun pâun šiʔ	5 + 3 = 8
c.	*lêinè khúnniʔ pâun bélaullê*	4 + 7 = ?
	lêinè khúnniʔ pâun shè tiʔ	4 + 7 = 11
d.	*hninnè tashé pâun bélaullê*	2 + 10 = ?
	hninnè tashé pâun shè hniʔ	2 + 10 = 12

On a sheet of paper, write out the figures for similar problems which do not add up to more than twelve. Write, for example, 2 + 7 = 9. The Group Leader will then ask one of the members of the group to say his problem in Burmese. The person answering must not be content to give the sum but must speak the whole problem. For example, if you have written as your problem the figures 2 + 7 = 9, you say: ***hninnè khúnniʔ pâun bélaullê?*** The one who answers must say: ***hninnè khúnniʔ pâun kôu***, not just ***kôu***. Continue this exercise until everyone has had a chance both to ask and to answer.

SECTION F—CONVERSATION

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Burmese and to understand it when you hear it spoken. Any members of the group who have special difficulty recalling the Burmese words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases*. They need, in particular, more practice in covering the Burmese and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Burmese slightly as they gain confidence in listening and trying to understand the Burmese that is being spoken.

In this section you are going to have your first chance to engage in conversation in Burmese. This is the most useful part of the entire unit. The Group Leader will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Burmese is wrong or if your pronunciation is bad. The Group Leader will prompt you if you are not sure what comes next in your part.

Throw yourself into these conversations. Do the best you can with pronunciation and with the Burmese, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you mean what you are saying. If there is a Guide, he will help you correct your errors. If you can do this work well, it means that you are actually conversing in Burmese, and that is your chief aim in this course.

1. Asking Directions

A approaches a stranger, B, and asks him for information.

1. A speaks to B and asks him where there is
    (a) a restaurant
    (b) a railroad station, or
    (c) a hotel.
2. B gives A directions:
    (a) to the right
    (b) to the left, or
    (c) straight ahead.
3. A explains that he does not understand, and asks B if he will please speak slowly.
4. B repeats slowly and clearly and asks A if he understands.
5. A says that he does understand and thanks B.
6. A again thanks B.

2. At a Restaurant

C sits down at a table in a restaurant and is waited on by D.

1. D asks how C is.
2. C says he is well, and asks after D's health.
3. D is also well and asks what C would like.
4. C orders a meal—whatever he would like.
5. After eating, C asks how much it is.
6. D tells C that it is.
7. C pays, saying here it is.
8. D thanks C.

Finder List

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit.

ʔamêðâ	beef
ʔamêðâhîn	beef curry
bamâlóu	Burmese fashion
bá	what
bálê	what?
bé ʔachéin	what time
bébeʔ	left side
bébephmá	on the left side
bédò	when
béhmálê	where
béhnanáyí	how many hours
bélaullê	how much
bíyá	beer
búdáyóun	station
cêizû tímbádê	thank you
ceʔʔù	chicken's egg
chauʔ	six
chaunnáyí	six o'clock
dâ	this (thing)
dágóu	“ “
díhmá	here ('in this')
dó	term of address to an older woman; Aunt
ʔéinðá	toilet
hîn	curry
hînðî hîn-yweʔ	vegetables
hînjóu	soup
hlèbá	turn, please
hnêihnêi	slowly
hniʔ (hna-)	two
hótê	hotel
houkkè	it is so
mahoupphû	it is not so
katòbáyè	excuse me
káphí	coffee
khímbyá	sir, ma'am
khóðalê	is called
khúnniʔ (khúnna-)	seven
kóu	term of address to a man slightly older than speaker; older brother
kôu	nine
lapheyyéi	tea
lêi	four
lêináyí	four o'clock
lóujíndê	wants, is wanted
lóujínðalê	wants? is wanted?
malóujímbû	does not want, is not wanted
mà	term of address to a young woman; sister
mábáyè	I'm fine
mahoupphû	it is not so
malóujímbû	does not want
máyèlâ	Are you well?

máun	term of address to a young man; younger brother
mîjiʔ	match
mîyathâ	railroad train
náyí	hour
nâ lédé	I understand
nâ léðalâ	do you understand?
nâ malébû	I don't understand
nwânòu	cow's milk
nyábeʔ	right side
nyábephmâ	on the right side
ŋâ	fish, five
ŋâbê	five pice
ŋâhîn	fish curry
ŋânáyí	five o'clock
páummòun	bread
pyàbá	show, please
pyàmalê	will show?
pyôbá	speak, please
pyôðalê	says? is said?
sâdé	eats
sâjîndé	wants to eat
sâmalê	will eat?
shè hniʔ (shè hna-)	twelve
shè tiʔ (shè ta-)	eleven
sîgareʔ	cigarette
šìbí	exists already
šìbalê	exists already?
šìðalê	exists?
šìdé	exists
šiʔ	eight
tabê	one pice
tabyâ	one anna
tajaʔ	one rupee
tashé	ten
tèdè	straight, straight ahead
thamîn	cooked rice
thamînzáin	restaurant
thôbaʔ	butter
thwemmé	will leave
thwemmalê	will leave?
tiʔ (ta-)	one
θautté	drinks
θaucchîndé	wants to drink
θiθî	fruit
θôun	three
θôumbyâ	three annas
θôunnáyí	three o'clock
θwâbá	go, please
ʔû	term of address to older man; uncle
weθθâ	pork
weθθâhîn	pork curry
yéi	water
youššìmbwê	movie

UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Guide's Manual* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with individual repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Burmese.

Be sure to keep in mind the meaning of the Burmese. As you listen to the Burmese, keep your eye on the *Aids to Listening*. This will help you imitate accurately the sounds you are hearing. Repeat each word and phrase loudly and clearly right after you hear it.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Burmese as you would hear and speak it if you were talking with Burmese people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with *what* they say and *how* they say it.

1. Basic Sentences

An American meets a Burman on the street and talks to him.

BURMAN

Record 3A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
that	*hóu-*
person	*lú*
who?	*badúlê*
Who's that (person)?	*hóu lú badúlê*

AMERICAN

he	*θú*
I or my	*couʔ*
friend	*θaŋéjîn*
He's my friend.	*θú couʔ θaŋéjîn*

BURMAN

his	*θù*
name	*námé*
What's his name?	*θù námé badúlê*

AMERICAN

Mr. Williams	*máun wìlyán*
His name is Mr. Williams.	*θù námé máun wìlyán*
you	*khímbyâ*
him	*θùgóu*
don't (you) know?	*maθìbûlâ*
Don't you know him?	*khímbyâ θùgóu maθìbûlâ*

BURMAN

knows	*θìdé*
Yes, I know him.	*θìdé*
American	*ʔaméiyìkán*
sailor	*θîmbôðâ*
He's an American sailor.	*θú ʔaméiyìkán θîmbôðâ*
they	*θúdðu*
Who are they?	*θúdðu badúlê*

AMERICAN

they also	*θúdðulê*
They're my friends, too.	*θúdðulê couʔ θaŋéjîn*
soldier	*siθθâ*
They're American soldiers.	*θúdðu ʔaméiyìkán siθθâ*

BURMAN

you (pl.)	*khímbyâdðu*
whereto	*bégóu*

will go?	*θwâmalê*
Where are you (pl.) going?	*khímbyâdòu bégóu θwâmalê*

AMERICAN

tomorrow	*nepphyíŋgá*
we	*coutìdòu*
Chinese	*tayouʔ*
to a country	*pyéigóu*
Tomorrow we're going to China.	*nepphyíngá coutìdòu tayouʔ pyéigóu θwâmé*

AMERICAN

Record 3B, beginning.

yesterday	*manèigà*
India	*ʔìndìyà*
from a country	*pyéigà*
comes (came)	*ládé*
Yesterday they came from India.	*manèigà θúdòu ʔìndìyà pyéigà ládé*

BURMAN

today	*díganèi*
Where are you going today?	*díganèi bégóu θwâmalê*

AMERICAN

to nowhere	*bégóumà*
does not go	*maθwâbû*
We're not going anywhere.	*bégóumà maθwâbû*

BURMAN

are you a native of a country?	*pyéiðâlâ*
Are you an American?	*khímbyâ ʔaméiyìkán pyéiðâlâ*

AMERICAN

Yes. (It is so.)	*houkkè*
native of a country	*pyéiðâ*
it is not so	*mahouphû*
My friend's not an American.	*couʔ θaŋèjîn ʔaméiyìkán pyéiðâ mahouphû*
English	*ʔìŋgaleiʔ*
He's an Englishman.	*θú, ʔìŋgaleiʔ pyéiðâ*
London	*lándán*
from the city	*myòugà*
He comes from London.	*lándán myòugà ládé*

BURMAN

native of a city	*myòuðâ*
What city do you come from?	*khímbyâ bé myòuðâlê*
New York	*nyû yauʔ*
From New York?	*nyû yauʔ myòuðâlâ*

AMERICAN

No. [It is not so.]	*mahouphû*

Chicago	*šikkâgóu*
I'm a native of Chicago.	*cou? šikkâgóu myòuðâ*
Burma, Burmese	*bamá*
Are you a Burman?	*khímbyâ bamálâ*

BURMAN

Yes, I'm a Burman.	*cou? bamá*
Rangoon	*yáŋgóun*
I'm from Rangoon.	*cou? yáŋgóunðâ*

AMERICAN

Record 4A, beginning.

now	*?akhù*
in a city	*myòuhmá*
do (you) live?	*néiðalê*
What city do you live in now?	*?akhù bé myòuhmá néiðalê*

BURMAN

Mandalay	*mândalêi*
lives	*néidê*
I live in Mandalay.	*mândalêi myòuhmá néidê*

AMERICAN

there	*hóuhmá*
There's my friend.	*hóuhmá cou? θayéjîn*
I have to go now.	*θwâdòmé*

BURMAN

Very well, sir.	*kâumbábí, khímbyá*
Good-bye.	*θwâdò*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Vowels: In Unit 1 we gave examples of the different vowel sounds and tones of Burmese. The examples given in this unit will help you to learn these sounds and to distinguish the tones. Notice that the syllables written with the signs ^ ` are higher in pitch and usually louder. Notice that the sounds marked with the sign ` are also shorter than the others.

Record 4A, after 1st spiral.

PRACTICE 1

a	*khímbyá*	sir
	khímbyâ	you
	pyà	point, show

Record 4A, after 2nd spiral.

PRACTICE 2

i	*náyí*	hour
	θiθθî	fruit
	cì	look!

Record 4A, after 3rd spiral.

PRACTICE 3

u	*θú*	he
	ʔû	uncle, Mr.
	ʔù	egg

Record 4A, after 4th spiral.

PRACTICE 4

e	*námé*	name
	bálê	what?
	tèdè	straight ahead

Record 4A, after 5th spiral.

PRACTICE 5

o	*dó*	aunt, Mrs., Miss
	θìmbô	ship
	θwâdò	goodbye

Record 4A, after 6th spiral.

PRACTICE 6

ei	*pyéi*	country
	mândalêi	Mandalay
	díganèi	today

Record 4A, after 7th spiral.

PRACTICE 7

ou	*hóu*	that
	kôu	nine
	myòu	city

Go through the preceding examples pronouncing loudly and clearly. Imitate the rise or fall of the Guide's voice as he says them. Do not hesitate to ask your Guide to say for you the words that give you difficulty. Imitate him as closely as you can and keep it up until he is satisfied. Don't fail to notice that the voice is higher on the syllables written with the signs ˆ ˋ.

You will have noticed that some of the words that you have met are written with a sign ʔ. This 'throat-catch' is heard sometimes in English when people say *uh-uh* meaning 'no'. It is also present sometimes at the end of *yeh* and *no* when they are cut off short. Listen to the Guide say these words.

Record 4A, after 8th spiral.

PRACTICE 8

ʔû	uncle, Mr.
ʔaméiyìkán	American
ʔéinðá	toilet
ʔìndìyà	India
ʔìŋgaleiʔ	England

Record 4A, after 9th spiral.

PRACTICE 9

ceʔ	chicken
ceʔʔù	chicken's egg
yweʔ	leaf
bél eʔ	left side
nyàbeʔ	right side

chau?	six
taja?	rupee
ši?	eight
cou?	I, mine
tayou?	Chinese

A good many of the consonant sounds of Burmese are enough like English ones so that you will have little trouble with them. Listen to the Guide's pronunciation of the following examples:

Record 4B, beginning.

PRACTICE 10

b	*bá*
d	*dá*
g	*pyéigà*
j	*taja?*
z	*thamînzáin*
h	*hóu*
l	*ládé*
m	*máun*
n	*néidé*
š	*ši?*
θ	*θôun*
ð	*?améðà*
w	*we?*
y	*yéi*

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce *fairly* well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide, and make sure that your pronunciation satisfies him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once more with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Burmese?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

SECTION B—WORD STUDY

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you understand the meaning of the Burmese. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

A. am, is, are, a, the; singular and plural

couʔ siθθâ	I [am a] soldier.
θú θímbôðâ	He [is a] sailor.
θúdðu ʔaméiyìkán siθθâ	They [are] American soldiers.
couʔ máun wìlyán	I [am] Mr. Williams.
θù námé máun wìlyán	His name [is] Mr. Williams.
θú couʔ θaŋéjîn	He [is] my friend.
θúdðulê couʔ θaŋéjîn	They too [are] my friend[s].
θú ʔìŋgaleiʔ	He [is] English.
θú ʔaméiyìkán	He [is] American.
θú bamá	He [is] Burmese.
θúdðu ʔìŋgaleiʔ pyéiðâ	They [are] natives of England.
θúdðu ʔaméiyìkán pyéiðâ	They [are] natives of America.
θú bamá pyéiðâ	He [is a] native of Burma.
θú tayouʔ pyéiðâ	He [is a] native of China.
hóuhmá couʔ θaŋéjîn	There [is] my friend.

Notice that Burmese speakers do not use a word where English speakers say *am, is, are.*

The English articles *a* and *the* are also not represented in Burmese.

In most cases there is no difference in Burmese where English makes a distinction between singular and plural.

B. Questions

máyèlâ	How are you?
nâ léðalâ	Do [you] understand?
nyû yauʔ myòuðâlâ	[Are you a] New Yorker?
khìmbyâ ʔaméiyìkán pyéiðâlâ	[Are] you [a] native of America?
mîjiʔ lóujínðalâ	[Do you] want matches?
khìmbyâ θùgóu maθìbûlâ	Don't you know him?
dá bálê	What['s] that?

dá bélaullê	How much [is] that?
thamínzáin béhmálê	Where [is there a] restaurant?
khímbyâ bé myòuðâlê	Of what city [are] you a native?
θù námé badúlê	What['s] his name?
bé hnanáyí šìbalê	What time is it?
bélauʔ lóujínðalê	How much [do you] want?
bá lóujínðalê	What [do you] want?
bégóu θwâmalê	Where will [you] go?

The preceding examples are all questions. Notice that in each case there is a ***lâ*** or ***lê*** at the end. These act like 'spoken question marks.' When ***lê*** is used there is always a word like ***bá***, ***bé***, or ***badú*** in the sentence. Be sure that when you speak the sentences your voice does not rise at the end the way it does in English. In Burmese the voice falls at the end of a question.

C. I, you, he, we, they

couʔ	I	***couttòu***	we
khímbyâ	you	***khímbyâdòu***	you (plural)
θú	he	***θúdòu***	they

These are the commonest ways of saying I, you, he, and so on. You will also hear *cúndó* in place of *couʔ*. This is used when the speaker is talking to an older person. As you have seen, these words are not used as much as their corresponding forms in English.

Do not confuse ***khímbyá*** 'sir' and ***khímbyâ*** 'you', or ***θú*** 'he' and ***θù*** 'his'.

2. Covering English and Burmese of Word Study

(Individual Study)

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a final test, cover the Burmese and see if you can speak out the Burmese expressions by simply looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or phonograph record. Go through them as many times as you can, taking turns repeating the Burmese individually. Try it with books closed and see how you get along without the help of the *Aids to Listening*. Always keep in mind the meaning of the Burmese you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Here is your chance to find out just how well you have learned the meaning of the Burmese expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Burmese aloud and see whether you can supply the English equivalents of the words and phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. What Would You Say? (Individual Study)

For each of the following situations, three Burmese sentences are given. All three of the sentences make perfectly good sense and are written in correct Burmese, but only one of them fits the situation. Read all three of them out loud and pick out the one that fits the situation. Be sure you know why the other choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen, and you will have a chance to test your answers. Do not write anything down.

1. One day you are out for a walk. You meet a Burman about your own age, and you say:
   - a. *mábáyè*
   - b. *máyèlâ*
   - c. *khímbyâ ʔaméiyìkán pyéiðàlâ*
2. The Burman answers:
   - a. *mábáyè, khímbyá*
   - b. *máyèlâ, khímbyá*
   - c. *cêizû tímbádé*
3. You introduce yourself:
   - a. *thamîn sâjíndé*
   - b. *couʔ námé máun wìlyán*
   - c. *θù námé máun wìlyán*
4. The Burman asks where you are from:
   - a. *khímbyâ bé myòuðàlê*
   - b. *θù námé badúlê*
   - c. *ʔéinðá béhmálê*

5. You tell him:

a. *hóuhmá couʔ θaŋɛ́jîn*
b. *couʔ šikkâgóu myɔ̀uðâ*
c. *bégóumà maθwâbû*

6. He asks about your friends:

a. *θúdɔ̀u badúlê*
b. *mîjiʔ lóujînðalâ*
c. *dá bɛ̂laullê*

7. You tell him that they are American soldiers:

a. *θú ʔamɛ́iyìkán θìmbóðâ*
b. *θúddɔ̀ulê couʔ θaŋɛ́jîn*
c. *θúddɔ̀u ʔamɛ́iyìkán siθθâ*

8. He asks if they are New Yorkers:

a. *ʔamɛ́iyìkán pyɛ́iðâlâ*
b. *nú yauʔ myɔ̀uðâlâ*
c. *θùgóu maθìbûlâ*

9. You say they are from Chicago:

a. *θúddɔ̀u ʔamɛ́iyìkán pyɛ́iðâ*
b. *θúddɔ̀u šikkâgóu myɔ̀uðâ*
c. *θúddɔ̀u ʔìŋgaleiʔ pyɛ́iðâ*

10. He says thank you:

a. *nâ lédɛ́*
b. *hnêihnêi pyóbá*
c. *cêizû tímbádɛ́*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Burmese which the situation calls for. Encourage the students to give the Burmese, if they can, without reading it from the *Aids to Listening* in their books. Then ask different members of the group to give the meaning in English of the different Burmese expressions listed for each situation.

Go back to the last exercise in the preceding section. The Leader will ask different members of the group to speak the Burmese to be used in each of the situations given. Other members of the group will criticize the choices made if they do not agree with them. The Group Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a check on the students' understanding of the *Word Study*, read the English equivalent of the Burmese expressions given before each comment. Call on different students, not in any fixed order, to give the correct Burmese for the English.

The Guide will indicate whenever he hears a Burmese expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Burmese should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

The Group Leader will ask different members of the group to give the correct Burmese for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Group Leader will then immediately call on someone else for the right answer. If you have difficulty in giving the correct Burmese, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D.2 of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally, assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly, and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Burmese immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversations. This exercise contains almost all the new words you have learned in this unit.

1. Mr. Williams meets Mr. San Hla and they talk about where they come from.

Record 4B, after 1st spiral.

máun wílyán: *máyèlà, khímbyá*

máun sán ʰlà: *mábáyè, khímbyá*
khímbyâ ʔaw ʿiylkán pyéiðâlâ

máun wílyán: *houkkè*
couʔ nyû yauʔ myòuðâ
couʔ θaŋéjîn ʔaméiyìkán pyéiðâ mahoupphû
θúdòu ʔîŋgaleiʔ pyéiðâ
lándán myòugà ládé

máun sán hlà: *couʔ yáŋgóunðâ*
ʔakhù mândalêi myòuhmá néidé
khímbyâdòu bégóu θwâmalê

máun wílyán: *dîganèi couttòu bégóumà maθwâbû*
nepphyíŋgá ʔîndìyà pyéigóu θwâmé
manèigà tayouʔ pyéigà ládé

máun sán hlà: *hóuhmá badúlê*

máun wílyán: *hóuhmá couʔ θaŋéjîn*

máun sán hlà: *θú ʔaméiyìkán siθθâlâ*

máun wílyán: *mahoupphû*
θú ʔîŋgaleiʔ θîmbôðâ
θùgóu maθìbûlâ

máun sán hlà: *θìdé*

2. Mr. Thin meets Mr. Williams and some friends and they talk.

Record 4B, after 2nd spiral.

máun θín: *khímbyâdòu dîganèi bégóu θwâmalê*

máun wílyán: *dîganèi bégóumà maθwâbû*
nepphyíŋgá couttòu ʔaméiyìkán pyéigóu θwâmé
manèigà ʔîŋgaleiʔ pyéigà ládé

máun θín: *khímbyâ nyû yauʔ myòuðâlâ*

máun wílyán: *mahoupphû*
couʔ šikkâgóu myòuðâ

máun θín: *θúdòu badúlê*

máun wílyán: *θúdòulê couʔ θaŋéjîn*

máun θín: *θúdòu ʔaméiyìkán pyéiðâlâ*

máun wílyán: *ʔaméiyìkán pyéiðâ mahoupphû*
θúdòu tayouʔ pyéiðâ
tayouʔ pyéigà ládé

máun θín: *θúdòu siθθâlâ*

máun wílyán: *mahoupphû*
θúdòu tayouʔ θîmbôðâ
hóu lú badúlê

máun θín: *couʔ θaŋéjîn, θù námé máun sán hlà*

máun wílyán: *θú béhmá néiðalê*

máun θín: *mândalêi myòuhmá néidé*

máun wílyán: *kâumbábí, θwâdòmé*

máun θín: *kâumbábí, θwâdò*

SECTION E—CONVERSATION

1. Covering the Burmese of Basic Sentences

(Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Burmese. Read the English silently and test yourself to see how many words and phrases you can say in Burmese. Check the words you are uncertain about and after you have gone through the whole list, uncover the Burmese and review them. Go through the list once more and continue for at least three times or until you can give the Burmese readily for all the expressions.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences.* Read to the group the English equivalents of Burmese expressions. Call on different students, not in any fixed order, asking for the correct Burmese for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E.2 of Unit 1. If you have any question about the proper procedure, review the note to *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Burmese; stick to the *how.*

Before you begin the conversation, check yourself on your ability to speak the Burmese you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Group Leader will ask you to supply in turn the Burmese expressions for the English equivalents which he reads from the *Basic Sentences.* Figure out how to say the Burmese for each English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up.* If there is much of the Burmese which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: Read the following directions with the class. After going through the outlined conversations, encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers.*

The Group Leader will assign parts and will ask you to reproduce the conversational situations which follow. Act your part. Don't be afraid to vary the conversation if you are sure of your Burmese and use the Burmese you have learned in Unit 1 as well as that of Unit 2. Continued this practice until everyone can speak any part of the conversations even though slight changes in the situations are introduced.

1. *A* and *B*, who are strangers, meet and introduce themselves and tell where they are from.

2. *A* meets *B*, a friend, and introduces a number of people to him or her.

When you can do these conversations rapidly and without hesitation, strike out for yourself and initiate a conversation. Try to use as many as possible of the phrases you have learned in this unit. But do not waste time attempting to say things not found in this unit. Your possibilities are limited here, but as you go on through this manual, they will become ever larger and you soon will be able to talk at length about many different things.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations of the preceding section.

Finder List

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

ʔaméiyìkán	American
badúlê	who
bégóu	whereto
bégóumà	to nowhere
couʔ	I, mine
couttòu	we
díganèi	today
hóu	that
hóuhmâ	there (in that)
ʔíndìyà	India
ʔîŋgaleiʔ	England
kâumbábí	very well
khímbyâ	you
khímbyâdòu	you (plural)
ládê	comes, came
lándán	London
lú	person
maθìbûlâ	doesn't know?
maθwâbû	does not go
mândalêi	Mandalay
manèigà	yesterday
myòuðâ	native of a city
myòugà	city (from)
myòuhmá	city (in)

námé	name
néidè	lives
néiðalê	lives?
nepphyingá	tomorrow
nyû yauʔ	New York
pyéiðâ	native of a country
pyéiðâlâ	native of a country?
pyéigà	country (from)
pyéigóu	country (to)
siθθâ	soldier
šikkâgóu	Chicago
tayouʔ	Chinese
θaŋéjîn	friend
θìdé	knows
maθìbûlâ	doesn't know?
θîmbôðâ	sailor
θú	he
θù	his
θúdðu	they
θúdðulê	they also
θùgóu	him
θwâdð	goodbye (to person leaving)
θwadðmé	goodbye (by person leaving)
θwâmalê	will go?
θwâmé	will go
maθwâbû	does not go
yáŋgóun	Rangoon

UNIT 3

WHAT'S YOUR TRADE

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note to the Group Leader in Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation.* Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on Pronunciation*, come back to the *Basic Sentences.* Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

An American meets a Burman and they talk about their work.

Record 5A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
Where are [you] going?	*bé θwâmalòulê*
to work	*ʔaloukkóu*
[I] am going to work.	*ʔaloukkóu θwamé*
work	*ʔalouʔ*
is many	*myâdé*
[I've] got a lot to do.	*ʔalouʔ myâdé*
your	*khímbyà*
is many?	*myâðalâ*
Are you busy?	*khímbyà ʔalouʔ myâðalâ*
very, or too	*θeiʔ*
is not many	*mamyâbû*
No, I'm not very busy.	*couʔ ʔalouʔ θeiʔ mamyâbû*
do [you] do?	*louθθalê*
What work [do you] do?	*bá ʔalouʔ louθθalê*
in the post office	*sádaiphmá*
does	*louttê*
[I] work in the post office.	*sádaiphmá ʔalouʔ louttê*
clerk	*sayêi*
I'm a clerk.	*couʔ sayêi*
I also	*coullê*
I'm a clerk too.	*coullê sayêi*

in the bank	*bándaiphma*
[I] work in the bank.	*bándaiphmá loutté*
formerly (in past time)	*ʔayíŋgà*
in the courthouse	*yôumhmá*
Formerly [I] worked in the courthouse.	*ʔayíŋgà yôumhmá ʔalouʔ loutté*
from the courthouse	*yôuŋgà*
is [it] good?	*kâunðalâ*
Was the courthouse job good?	*yôuŋgà ʔalouʔ kâunðalâ*
is not good	*makâumbû*
[No, it] wasn't (good).	*makâumbû*
Why [not?]	*bá phyillòulê*
morning	*maneʔ*
[I] went to work at 7 a.m.	*maneʔ khúnnanáyí ʔaloukkóu θwâdê*
afternoon	*nyànéi*
from work	*ʔaloukkà*
returns	*pyándé*

Record 5B, beginning.

[I] came back from work at 5 p.m.	*nyànéi ŋânáyí ʔaloukkà pyándé*
this fashion	*dílóu*
That's no good.	*dílóu makâumbû*
from the house	*ʔéiŋgà*
I leave the house at 8.	*couʔ šinnáyí ʔéiŋgà thwetté*
to the house	*ʔéiŋgóu*
[I] get home at 4.	*lêináyí ʔéiŋgóu pyándé*
is good	*kâundé*
That's all right.	*dílóu kâundé*
friend	*meisshwéi*
What does your friend do?	*khímbyà meisshwéi bá louθθalê*
nothing	*bámà*
does not do	*maloupphû*
[He] doesn't do anything now. (or, He does nothing.)	*ʔakhù bámà malouppphû*
student	*câunðâ*
He used to be a student.	*ʔayíŋgà θú câunðâ*
in the future	*naukkóu*
school	*câun*
teacher, doctor	*shayá*
will probably do, work	*loullèimmé*
Some day [he] will probably be a school teacher.	*naukkóu câun shayá loullèimmé*
from there	*hóugà*
four (of people)	*lêiyauʔ*
Who are those four people?	*hóugà lú lêiyauʔ badúlê*
man	*yauccâ*
to three people	*θôun-yaukkóu*
[I] know the three men.	*yauccâ θôun-yaukkóu θìdê*

policeman	*pyálá*
They're policemen.	*θúddu pyálá*
woman	*mêimmà*
to one person	*tayaukkóu*
well	*kâuŋgâun*
does not know	*maθìbû*
[I] don't know the one woman well.	*mêimmà tayaukkóu kâuŋgâun maθìbû*
thinks, is of the opinion	*thìndé*
from the hospital	*shêiyóuŋgà*
nurse	*shayámà*

Record 6A, beginning.

She is a nurse from the hospital, I think.	*couʔ thìndé, θú shêiyóuŋgà shayámà*
has already arrived	*lábì*
My friend is here already.	*couʔ θaŋéjîn lábì*
necessity of going	*θwâzayá*
[I] have to go.	*θwâzayá šìdé*
Very well.	*kâumbì*
Goodbye. ('Go, please')	*θwâbá*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Record 6A, after 1st spiral.

Practice 1

		khìmbyá
kh	**k**	*khúnniʔ*
		kóu
		kôu

Record 6A, after 2nd spiral.

Practice 2

		thamîn
th	**t**	*thìndé*
		tìndé
		tayouʔ

Record 6A, after 3rd spiral.

Practice 3

		ʔaphéi
ph	**p**	*lapheyyéi*
		páunmòun
		pâun

Record 6A, after 4th spiral.

Practice 4

		chauʔ
ch	**c**	*ʔachéin*
		couʔ
		cêizû

Record 6A, after 5th spiral.

PRACTICE 5

sh s

shè tiʔ
shêi
sâdé
shâ
sayêi
shayá

Notice the difference in the first sounds of the above words. In those words where the first letter is followed by *h*, there is a strong puff of breath accompanying the first sound. Where there is no *h* written, there is no puff of breath. We have something like that in English. If you put your hand in front of your mouth, holding it about an inch away, you can feel a puff of air when you say a word like *car*. But when you say a word like *scar* the puff of breath isn't there. The same is true of words like *par* and *spar*, *tar* and *star*. The Burmese words that are written with *h* are like the first of these pairs excepting that the puff of breath is even stronger than in English. At first the sounds written *k*, *t*, *p*, may sound to you like the English *g*, *d*, *b*. They are not the same; They are much "sharper." You will soon learn to hear and make the difference if you practice.

Be careful to observe the writing of words which begin with *th* and *θ*. *thíndè* 'thinks' begins as described above. But *θíndè* 'teaches, learns' begins with a sound like the one in English *thin*.

The sound represented by *ch* is like the sound in English 'church' spoken very forcefully. You should have no trouble with it. The sound represented by *c* is a little harder. It sounds like *ty* pronounced close together. As in the case of *k*, *t*, *p*, there is no puff of breath with this sound.

sh and *s* give more trouble but the difference between them is in principle the same. *sh* is pronounced very forcefully and with a very strong puff of breath accompanying it. *s* is much weaker and does not have a strong puff of breath with it. Do not confuse *sh* with *š*. *š* is like the sound in English '*sh*ow.'

It is very probable that your Guide, in pronouncing words for you to mimic, will often pronounce them one way when he says them very slowly, and a little differently when he says them quite fast. Don't be disturbed, for that is quite natural. Try to imitate him when he speaks rather fast, rather than when he is "on his good behaviour", because the faster way is the way people usually talk.

Now go through the *Basic Sentences* once more individually, and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself

Can you now distinguish and pronounce all the vowel sounds?

Can you imitate the rise and fall of the Guide's voice as he says phrases and sentences?

Can you distinguish and make the distinction between *kh* and *k*, *th* and *t*, *ph* and *p*, *ch* and *c*, *sh* and *s?*

If you have difficulty with any of these sounds, listen to them carefully next time you hear your Guide and try to imitate them until he is satisfied with your pronunciation.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

As in Section B.1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Burmese. Then read the comments which follow each list. When you have finished the *Word Study* ask other members of the group about the points which are not clear to you.

A. *-té (-dé)*

sádaiphmá ʔalouʔ loutté	[I] work in the post office.
ʔayíŋgà yôumhmá ʔalouʔ loutté	Formerly [I] worked at the court-house.
manèigà θúddòu ʔìndìyà pyéigà ládé	They came from India yesterday.
couʔ šinnáyí ʔéiŋgà θwâdé	I go from the house at 8.
maneʔ khúnnanáyi ʔaloukkóu θwâdé	I went to work at 7 A.M.
lêináyí ʔéiŋgóu pyándé	[I] return home at 4.
nyànéi ŋânáyí ʔaloukkà pyándé	[I] returned from work at 5 P.M.
mândalêi myòuhmá néidé	[He] lives in Mandalay.

Notice that all these expressions end in the same sound. The last syllable is either *-té* or *-dé*. Which it is depends on the sound that comes before it. If the preceding syllable is one that we mark with one of the signs ´ ^ `, the last syllable is *-dé;* if the preceding syllable has no such mark the syllable is *-té*. When we talk about such syllables we shall refer to them in the form which follows the unmarked syllables — *-té*.

-té at the end of a sentence tells you that a statement has been made. It does not tell you to what time the statement refers. To know that you must have another word in the sentence which tells you, or you must know from the situation in which the statement is made. For instance the sentence *sádaiphmá ʔalouʔ loutté* might mean either that someone works in the post office now,

or used to work in the post office. We know from the conversation that the speaker meant that he now *works* in the post office. In the sentence *ʔayíŋgà yôumhmá ʔalouʔ loutté* the expression *ʔayíŋgà* 'formerly' tells us that the speaker says the he *worked* at the court-house. Similarly the statement *manèigà θúddòu ʔíndìyà pyéigà ládé* can be said to mean 'they *came* from India yesterday' because of the presence of the word *manèigà* 'yesterday'. The expressions *θwâdé*, *pyándé*, *néidé* in the above sentences can refer either to the present or the past; only the situation in which they are used tells you which.

B. -mé

ʔaloukkóu θwâmé	[I] am going to work.
θwâdòmé	Goodbye (I must be going).
manepphán couttòu tayouʔ pyéigóu θwâmé	We are going to China tomorrow.
naukkóu câun shayá loullèimmé	In the future [he] will be a school teacher.

-mé at the end of a sentence tells you that a statement refers to future time.

C. -lâ, -lê

loutté	[He] works, worked.
louθθalâ	Does [he] work? Did [he] work?
bá louθθalê	What does [he] do? What did [he] do?
θwâdé	Goes. Went.
θwâðalâ	Goes? Went?
bégóu θwâðalê	Where does, did [he] go?
lámé	Will come.
lámalâ	Will come?
bégà lámalê	Will come from where?

-lâ or *-lê* at the end of a sentence indicates that a question has been asked (see Unit 2, Section B).

-té and *-dé* when they precede *-lâ* or *-lê* change to *-θa-* or *-ða-*. When *-mé* is followed by *-lâ* or *-lê* it changes to *-ma-*.

Notice that where in English we say *I*, *you*, *we*, *they* in Burmese there is often no corresponding word. *loutté* may be translated into English as *I work*, *you work*, *he works*, *we work*, *they work*, or *I worked*, *you worked*, *he worked*, *we worked*, *they worked*. It is possible also to say in Burmese, as you have seen, *couʔ loutté*, *khímbyâ loutté*, *θú loutté*, *couttòu loutté*, *khímbyâdòu loutté*, *θúdòu loutté*. If the situation is not ambiguous the shorter form is used.

For convenience, as in the *Finder List*, we shall quote only one of the possibilities mentioned in the preceding paragraphs. For instance we shall quote *loutté* and translate it as 'works.' Words which are quoted in this way we shall refer to as *verbs*.

Before you go on to the next section, turn back to the *Basic Sentences* and look for examples of the things that have just been explained to you.

2. Covering English and Burmese of Word Study
(Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Burmese expression. Then cover the Burmese and see if you can say each Burmese expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and observe examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences
(Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Burmese just as you did in Section C of the previous unit. If you are not sure about the meaning of any words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in Burmese. Read the situation, repeat aloud all the statements for each situation, and then indicate for the next class meeting the answer which you consider the most appropriate.

.1. Mr. Williams meets a Burman on the street and says:

a. *cêizû tìmbádè*
b. *θwâdòmé*
c. *bé θwâmalòulê*

2. The Burman says he is going to work:

   a. *ʔaloukkóu θwâmɛ́*
   b. *bɛ́góumà maθwâbû*
   c. *nepphyíŋgá couttòu tayouʔ pyéigóu θwâmɛ́*

3. The American asks the Burman what sort of work he does:

   a. *bá ʔalouʔ louθθalɛ̂*
   b. *yôuŋgà ʔalouʔ kâunðalâ*
   c. *khímbyà ʔalouʔ myâðalâ*

4. The Burman says he works in the post office:

   a. *sádaiphmá ʔalouʔ louttɛ́*
   b. *ʔakhù bámà maloupphû*
   c. *bándaiphmá louttɛ́*

5. He says that he goes to work at 7 A.M.:

   a. *ʔayíŋgà yôumhmá ʔalouʔ louttɛ́*
   b. *nyànéi ŋânáyí ʔaloukkà pyándɛ́*
   c. *maneʔ khúnnanáyí ʔaloukkóu θwâdɛ́*

6. He says he returns home at 4 P.M.:

   a. *šinnáyí ʔéiŋgà thwettɛ́*
   b. *lêináyí ʔéiŋgóu pyándɛ́*
   c. *hóugà lú lêiyauʔ badúlɛ̂*

7. He says he is not very busy:

   a. *dílóu makâumbû*
   b. *mîjiʔ malóujímbû*
   c. *couʔ ʔalouʔ θeiʔ mamyâbû*

8. You ask what his friend does:

   a. *youššímbwɛ̂ bɛ́dò pyàmalɛ̂*
   b. *khímbyà meisshwéi bá louθθalɛ̂*
   c. *khímbyâddòu bɛ́góu θwâmalɛ̂*

9. He says that he does not know:

   a. *maθìbû*
   b. *makâumbû*
   c. *mahoupphû*

10. You say you have to go:

   a. *θwâbá*
   b. *bá phyillòulɛ̂*
   c. *θwâzayá šídɛ́*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D.1 of Unit 2. Call on different students (not in any fixed order) to give their answers in Burmese for the exercise *What Would You Say?* in Section C.3 of this unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Burmese.

Go back to the last exercises in the preceding section. The Group Leader will call for your answers in Burmese for the exercises. If you can, give the correct answers without reading from the book. Other members of the group will criticize the choice made if they disagree. The Group Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Burmese for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

Go back to the *Word Study* in Section B. The Group Leader will ask different members of the group to give the correct Burmese for the English equivalents of the expressions you went over in the *Word Study*. Be sure you are able to give the correct form without having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly.

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D.3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Burmese immediately after hearing it. At the end of each conversation, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

1. Mr. Williams meets Mr. Thin on the street and talks with him.

Record 6A, after 6th spiral.

máun wílyán: *máyèlâ, khímbyá*

máun θín: *mábáyè, khímbyá*

máun wílyán: *khímbyâ bamálâ*

máun θín: *houkkè*
khímbyâ ʔìŋgaleillâ

máun wílyán: *mahoupphû*
couʔ ʔaméiyìkán siθθâ
couʔ θaŋéjîn ʔìŋgaleiʔ θîmbôðâ
nepphyíŋgá θú ʔìndìyà pyéigóu θwâmé
naukkóu ʔìŋgaleiʔ pyéigóu θwâmé

máun θín: *khímbyâ bégóu θwâmalê*

máun wílyán: *coullê ʔìndìyà pyéigóu θwâmé*
naukkóu ʔaméiyìkán pyéigóu θwâmé
maneìgà coutìòu tayouʔ pyéigà ládé

2. They come to a restaurant.

Record 6B, beginning.

máun θín: *káphí θaucchínðalâ*
díhmá thamînzáin

máun wílyán: *θaucchíndé*
hóuhmá couʔ θaŋéjîn máun samiʔ
máun samiʔ, bé θwâmalòulê

máun samiʔ: *bégóumà maθwâbû*

máun θín: *káphí θaucchínðalâ*

máun samiʔ: *maθaucchímbû*
lapheyyéi θaucchíndé

máun θín: *kâumbí*
khímbyâ ʔaméiyìkán pyéiðâlâ

máun samiʔ: *houkkè*
couʔ nyû yauʔ myòuðâ
khímbyâ bé myôuðâlê

máun θín: *couʔ yáŋgóunðâ*
ʔakhù mândalêi myòuhmá néidé

máun wílyán: *bé hnanáyí šìbalê*

máun samiʔ: *lêináyí šìbí*
θwâzayá šìðalâ

máun wílyán: *θwâzayá šìdé,* *θwâdòmé*

máun θín: *kâumbábí,* *θwâbá*

3. Mr. Williams talks to Mr. Sein Nyun about their work and they meet Miss Than Sein.

Record 6B, after 1st spiral.

máun wílyán: *bégóu θwâmalê, khímbyá*

kóu séin nyùn: *bégóumà maθwâbû*

máun wílyán: *ʔayíŋgà ʔalouʔ kâunðalâ* *kóu séin nyùn:* *ʔayíŋgà ʔalouʔ θeiʔ makâumbû*

máun wílyán: *bá phyillòulê*

kóu séin nyùn: *ʔayíŋgà couʔ maneʔ khúnnanáyí ʔaloukkóu θwâdé*
nyànéi ŋânáyí ʔaloukkà ʔéiŋgóu pyándé

máun wílyán: *dílóu makâumbû*
béhmá ʔalouʔ louθθalê

kóu séin nyùn: *ʔayíŋgà couʔ pyátá*

máun wílyán: *coullê ʔayíŋgà ʔaméiyìkán pyéihmá pyátá*
pyátá ʔalouʔ θeiʔ makâumbû
couʔ kâuŋgâun θìdé
khímbyâ hóugà mêimmà tayauʔ θìðalâ

máun séin nyùn: *kâuŋgâun θìdé*
θú shêiyóumhmá sayêi ʔalouʔ louttê
θù ʔalouʔ θeiʔ kâundé
yôumhmá ʔalouʔ θeiʔ mamyâbû
mà θân séin, máyèlâ

mà θân séin: *mábáyè, kóu séin nyùn*

kóu séin nyùn: *díhmá couʔ meisshwéi máun wílyán*
θú ʔaméiyìkán pyéiðâ
ʔayíŋgà dí myòuhmá néidé
manèigà mândalêi myòugà ládé

mà θân séin: *bégóu θ[illegible]malê*

kóu séin nyùn: *nepphyíŋgá ʔíndìyà pyéigóu θwâmé*

mà θân séin: *ʔíndìyà pyéihmá bá ʔalouʔ loummalê*

kóu séin nyùn: *bándaiphmá sayêi ʔalouʔ loullèimme*

máun wílyán: *khímbyâ béhmá ʔalouʔ louθθalê*

mà θân séin: *yôumhmá ʔalouʔ louttê*

máun wílyán: *yôumhmá ʔalouʔ θeiʔ myâðalâ*

mà θân séin: *ʔalouʔ θeiʔ myâdé*

máun wílyán: *bé ʔachéin ʔaloukkóu θwâðalê*

mà θân séin: *maneʔ kôunáyí ʔaloukkóu θwâdé*
nyànéi lêináyí ʔaloukkà pyándé

máun wílyán: *dílóu θeiʔ kâundé*

mà θân séin: *hóugà lú θôun-yaukkóu θìðalâ*

máun wílyán: *θìdé*

SECTION E—CONVERSATION

1. Covering the Burmese of Basic Sentences

(Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Burmese and test yourself to see how many words and phrases you can say in Burmese when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students for the Burmese of the *Basic Sentences*, with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences.*

As you did in Unit 2, supply the Burmese expressions for the English equivalents in the *Basic Sentences*, when the Group Leader calls on you. Give your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E.3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situations slightly.

As you did in the *Conversation* in Section E.3 of Unit 2, first go through the conversations outlined below, taking turns. As soon as you can speak the parts smoothly, pass to acting them out in front of the group; keep this up until you can do it easily.

1. You meet a Burman and tell him who you are, where you have come from, where you are going. He asks about your friends and you tell him.

2. You discuss jobs with a Burman, telling him what you are doing, what you used to do. He gives you the same information about himself.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

Finder List

This *Finder List* has all the new words and expressions used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know quite well.

ʔalouʔ	work
ʔaloukkà	work (from)
ʔaloukkóu	work (to)
ʔayíŋgà	formerly, in past time
bámà	nothing
bándaiphmá	bank (in)
bá phyillòulê	why?
câun	school
câunðâ	student
coullê	I also
dílóu	this fashion
ʔéiŋgà	house (from)
ʔéiŋgóu	house (to)
hóugà	there (from)
kâundé	is good
kâunðalâ	is good?
kâuŋgâun	well
makâumbû	is not good
khímbyà	your
lábí	comes (already)
lêiyauʔ	four (of people)
loutté	does, works
loullèimmè	will probably do, work
louθθalê	does? works?
maloupphû	does not do, work
maneʔ	morning
maθìbû	does not know
mêimmà	woman
meisshwéi	friend
myâdé	is many
myâðalê	is many?
mamyâbû	is not many
naukkóu	in the future
nyànéi	afternoon
naukkóu	in the future
nyànéi	afternoon
pyándé	returns
pyátá	policeman
sádaiphmá	post-office (in)

sayêi	clerk
shayá	teacher, doctor
shayámà	nurse
shêiyóuŋgà	hospital (from)
tayaukkóu	one person (to)
thíndé	thinks, is of the opinion
θei?	very, too
maθìbû	does not know
θôun-yaukkóu	three people (to)
θwâzayá	necessity of going
yauccâ	man
yôumhmá	court house (in)
yôuŋgà	court house (from)

UNIT 4

FAMILY AND FRIENDS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Mr. Williams meets Mr. Thin and they talk about their families.

Record 7A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	máun wílyán
father	*ʔaphéi*
mother	*ʔaméi*
exists	*šìdé*
Are your father and mother still living?	*khímbyà ʔaphéi ʔaméi šìðalâ*
	máun θín
Yes.	*šìdé*
	máun wílyán
sons and daughters (family)	*θâ θamî*
how many (people)	*bé hnayauʔ*
How many sons and daughters are there?	*θâ θamî bé hnayauʔ šìðalê*
	máun θín
son(s)	*θâ*
daughter(s)	*θamî*
There're three sons and two daughters.	*θâ θôun-yauʔ θamî hnayauʔ šìdé*
older brother	*ʔakóu*
army officer	*sipbóu*
My older brother's an army officer	*couʔ ʔakóu sipbóu*

wife ('woman')	*mêimmà*
with [the] parents	*mìbàmyânè*
together	*ʔatúdú*
His wife is now living with my parents.	*θù mêimmà ʔakhù couʔ mìbàmyânè ʔatúdú néidé*
younger brother	*nyí*
age	*ʔaθeʔ*
thirteen	*shè θôun*
year	*hniʔ*
My younger brother's thirteen years old.	*couʔ nyí ʔaθeʔ shè θôunhniʔ šìbí*
puts (places, leaves)	*thâdé*
He's in school. ('They have put him in school.')	*θùgóu câumhmá thâdé*

máun wílyán

older sister	*ʔamà*
marries (gets married)	*ʔéindáun càdé*
Is your older sister married?	*khímbyà ʔamà ʔéindáun càbalâ*

máun θín

Yes.	*ʔéindáun càbí*
husband	*lín*
Her husband's Chinese.	*θù lín tayouʔ*
occupation	*ʔalouʔʔakáin*
interpreter	*zagabyán*
He's an interpreter.	*θù ʔalouʔʔakáin zagabyán*

Record 7B, beginning.

(language, word) speech	*zagâ*
four or five kinds	*lêi ŋâmyôu*
knows how to speak	*pyôdatté*
He knows how to speak four or five languages well.	*zagâ lêi ŋâmyôu kâuŋgâun pyôdatté*

máun wílyán

What languages does he speak?	*bá zagâ pyôdaθθalê*

máun θín

Indian	*kalâ*
Japanese	*jápán*
He speaks Burmese, Hindustani, English, Japanese, and Chinese.	*bamá zagâ, kalâ zagâ, ʔîŋgaleiʔ zagâ, jápán zagânè tayouʔ zagâ pyôdatté*

máun wílyán

Malay	*pašû*
Doesn't he speak Malay?	*pašû zagâ mapyôdapphûlâ*

máun θín

is able to speak	*pyôhnáinaé*
He can't speak it very well.	*kâuŋgâun mapyôhnáimbû*
a little	*nênê*
He understands it a little.	*nênê nâ lédé*

máun wìlyán

younger sister	*nyímà*
How old is your younger sister?	*khímbyà nyímà ʔaθeʔ bélauʔ šìbalê*

máun θín

is little	*ŋédé*
is still little	*θeiʔ ŋéðèidé*
She's still very small.	*θú θeiʔ ŋéðèidé*
She is five.	*ŋâhniʔ šìbí*
with [the] aunt	*ʔadónè*
She lives with her aunt.	*ʔadónè ʔatúdú néidé*
brothers and sisters	*nyíʔakóu máunhnamà*
How many brothers and sisters do you have?	*khímbyâ nyíʔakóu máunhnamà bé hnayauʔ šìðalê*
not one (person)	*tayaummà*
I don't have any.	*tayaummà mašìbû*
only one (person)	*tayautthê*
bears (brings up)	*mwêidé*
I'm an only child.	*tayautthê mwêidé*
dies (is dead)	*θéidé*
has already died	*θéi θwâbí*
My parents are dead.	*couʔ mìbàmyâ θéi θwâbí*

Record 8A, beginning.

máun θín

with whom	*badúnè*
Who did you live with in America?	*khímbyâ ʔaméiyìkán pyéihmá badúnè néiðalê*

máun wìlyán

I lived with my uncle.	*couʔ ʔûnè ʔatúdú néidé*
I have to go, now.	*ʔakhù θwâzayá šìdé*
stops (stands)	*yatté*
Has the train stopped?	*mìyathâ yappalâ*

máun θín

Yes.	*yappí*

máun wìlyán

Let's go!	*θwâjàzòu*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Record 8A, after 1st spiral.

PRACTICE 1

ŋâ.................fish, five
ŋédé...............is small, little

ŋ is like the sound at the end of the English 'sung'. In Burmese it occurs at the beginning of words. Notice that there is no *g* sound as there is in the English 'finger'; it is like the English 'singer'. Listen to the difference between the following words:

Record 8A, after 2nd spiral.

Practice 2

nâ
ŋâ
né
ŋédé

Record 8A, after 3rd spiral.

Practice 3

hniʔ
hmâdé
hlèdé
hŋeʔ

Record 8A, after 4th spiral.

Practice 4

mà
hmà
nà
hnà
ŋà
hŋà
là
hlà

Record 8A, after 5th spiral.

Practice 5

mà
nà
ŋà
là
hmà
hnà
hŋà
hlà

hn, *hm*, *hl*, and *hŋ* represent the sounds of *n*, *m*, *l*, and *ŋ* combined with an *h* sound. The breath starts coming out the nose before the following sound is made.

Now go through the *Basic Sentences* once more individually with your book open and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Burmese by talking with other members of the group or with Burmese speaking people whom you may meet?

SECTION B—WORD STUDY

1. **Word Study** (Individual Study)

Work through the following as recommended in the previous units.

A. -pí, (-bí)

yappí	(It) has (already) stopped.
lêináyí šìbí	(It) is four o'clock.
θoûnhniʔ šìbí	(He) is three years old.
ʔèindáun càbí	(He) is married.

-pí or *-bí* (depending on the sound that precedes them, see Unit 3, Section B) tells you that a statement has been made, and that the action or condition described in the statement is completed or has come to be.

B. -lâ, -lê

yappalâ	Has (it) stopped?
ʔèindáun càbalâ	Is (he) married?
bé hnanáyí šìbalê	What time is it?

Notice that when *-pí* or *-bí* precedes *-lâ* or *-lê* the combination is *-palâ*, *-palê*, *-balâ*, *-balê*.

C. -yé, -kè

mábáyè	I'm fine
katòbáyè	Excuse me.
houkkè	It is so.
máyèlâ	How are you?

-yè, *-kè*, *yèlâ* occur at the end of sentences and have the same meaning roughly as *-té*, *θalâ*, and so on (see Section B, Unit 3).

D. Negative statements

loutté	does, works
maloupphû	does not do, does not work
θwâdé	goes, went
θwâmé	will go
θwâbí	has already gone
maθwâbû	is not going, did not go, will not go, has not gone.

-phû (*-bû*) at the end of a statement means that it is negative. The work to which it is attached is always preceded by *ma-*. There is only one form of the negative statement. The questions *θwâðalâ* 'is he going, did he go?,' *θwâmalâ* 'will he go?,' *θwâbalâ* 'has he gone?,' are all answered in the negative by *maθwâbû*.

E. Negative Questions

màθìbûlâ	Don't (you) know?
mapyôdapphûlâ	Can't (he) speak?

Notice that *-lâ* (or *-lê*) at the end of a negative sentence means that it is a negative question. Compare the difference between *θìðalâ* 'do (you) know?' and *maθìbûlâ* 'don't (you) know?'

2. Covering English and Burmese of Word Study

(Individual Study)

Review this *Word Study* by reading aloud all of the Burmese expressions. Then cover the English and make sure that you know the meaning of every item. Finally, cover the Burmese and see if you can say each Burmese expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning and examples of points in the *Word Study.*

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of the Basic Sentences

(Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. Maung Thin meets you on the street and says:
   a. *bé θwâmalòulê*
   b. *ʔakhù θwâzayá šìdè*
   c. *θwâjàzòu*

2. You answer:
   a. *tayaummà mašìbû*
   b. *couʔ ʔakóu sipbóu*
   c. *bégóumà maθwâbû*

3. He asks about your parents:
   - a. *khímbyà ʔaphéi ʔaméi šìðalâ*
   - b. *khímbyà nyíʔakóu máunhnamà béhnayauʔ šìbalê*
   - c. *khímbyà ʔamà ʔéindáun càbalâ*

4. You tell him they live in America:
   - a. *ʔaméiyìkán pyéihmá néidé*
   - b. *ʔaméiyìkán pyéigà ládé*
   - c. *ʔaméiyìkán pyéigóu θwâdé*

5. He asks what kind of work your older brother does:
   - a. *khímbyà ʔaphéi zagabyánlâ*
   - b. *khímbyà nyímà ʔéindáun càbalâ*
   - c. *khímbyà ʔakóu bá ʔalouʔ louθθalê*

6. He asks how many brothers and sisters you have:
   - a. *khímbyâ nyíʔakóu máunhnamà bè hnayauʔ šìbalê*
   - b. *khímbyâ ʔéindáun càbalâ*
   - c. *khímbyâ zagâ bé hnamyôu pyôdaθθalê*

7. You say you have two older brothers and an older sister:
   - a. *ʔakóu hnayauʔ nyímà tayauʔ šìbí*
   - b. *ʔakóu hnayauʔ ʔamà tayauʔ šìbí*
   - c. *ʔakóu tayauʔ ʔamà hnayauʔ šìbí*

8. You ask where his parents are:
   - a. *khímbyà mìbàmyâ badúlê*
   - b. *khímbyà mìbàmyâ béhmálê*
   - c. *khímbyâ mìbâmyânè ʔatúaú néiðalâ*

9. He says they are dead:
   - a. *θéi θwâbí*
   - b. *tayautthê mwêidé*
   - c. *tayaummà mašìbû*

10. He says that he lives with his uncle:
   - a. *ʔûnè ládé*
   - b. *ʔûnè néidé*
   - c. *ʔûnè θwâdé*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Burmese for the last exercise in the preceding section, when the Group Leader calls for them. Do it without reading from the book, if possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Burmese for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The Group Leader will give the English and call on different members of the group for the Burmese.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. Mr. Williams needs a Chinese interpreter and in looking for one, meets a Burman he thinks he knows:

Record 8A, after 6th spiral.

máun wílyán: *katòbáyè*
khímbyâ ʔû séin mahoupphûlâ

ʔû séin: *houkkè*
couʔ khímbyâgóu θìdé
khímbyâ máun wílyán
khímbyâ ʔaméiyìkán siθθâ
ʔakhù bá lóujínðalê

máun wílyán: *tayouʔ zagabyán lóujíndé*
khímbyâ tayouʔ zagâ pyôdaθθalâ

ʔû séin: *kâuŋgâun mapyôdapphû*
nênê nâ lédé
couʔ θaŋéjîn kâuŋgâun pyôdallé
θú tayouʔ pyéihmá mwêidé
ʔakhù dí myòuhmá néidé

máun wílyán: *khímbyà θaŋéjîn badúlê*

ʔû séin: *khímbyâ θùgóu maθìbâlâ*
θù námé kóu júnsín

máun wílyán: *θùgóu kâuŋgâun maθìbû*
θù ʔalouʔʔakáin zagabyánlâ

Record 8B, beginning.

ʔû séin: *mahoupphû*
θú bándaiphmá sayêi ʔalouʔ louttê
θù ʔaphéi zagabyán
zagâ θôummyôu pyôdattê
ʔîŋgaleiʔ zagâ, tayouʔ zagâ, bamá zagâ

máun wílyán: *kalâ zagâ mapyôdapphûlâ*

ʔû séin: *couʔ maθìbû*
hóuhmá kóu júnsín
couʔ θùgóu khómê
θaŋéjîn, mayèlâ

kóu júnsín: *mábáyè, ʔû séin*

ʔû séin: *díhmá couʔ θaŋéjîn máun wílyán*
θú ʔaméiyìkán siθθâ
tayouʔ zagabyán tayauʔ lóujíndê

kóu júnsín: *couʔ zagabyán mahoupphû*
tayouʔ zagâ nênê nâ lédé

2. Mr. Williams and Mr. Thin talk about their families.

Record 8B, after spiral.

máun wílyán: *khímbyà ʔaphéi ʔaméi béhmá néiðalê*

máun θín: *yáŋgóun myòuhmá néidé*

máun wílyán: *khímbyâ θâ θamî šìðalâ*

máun θín: *θâ hnayauʔ θamî θôun-yauʔ šìdé*

máun wílyán: *khímbyâ nyíʔakóu máunhnamà šìðalâ*

máun θín: *šìdé, couʔ ʔakóu zagabyán*
θú tayouʔ zagâ kâuŋgâun pyôdattê
ʔayíŋgà tayouʔ pyéihmá néidé
couʔ nyí ʔaθeʔ shè θôunhniʔ šìbí
θú câunðâ

máun wílyán: *khímbyâ ʔamà šìðalâ*

máun oír: *ʔamà mašìbû*
nyímà hnayauʔ šìdé
tayauʔ câumhmá néidé
tayauʔ ʔaθeʔ ŋéðêidé
ʔakhù θú ʔadónè ʔatúdú néidé

máun wílyán: *θú ʔaθeʔ bélauʔ šìbalê*

máun θín: *lêihniʔ šìbí*

máun wílyán: *khímbyà ʔaphéi ʔalouʔʔakáin bálê*

máun θín: *θúlê zagabyán*
pašû zagâ, kalâ zagâ, tayouʔ zagâ, jápán zagâ, zagâ θôummyôu kâuŋgâun pyôdattê[1]
khímbyà mìbàmyâ ʔaméiyìkán pyéihmá néiðalâ

máun wílyán: *manéibû*
ʔakhù θúdòu tayouʔ pyéihmá néidé
couʔ ʔaphéi sipbóu

---

[1] Repeated on record.

máun θín: *khímbyâ ʔéindáun càbalâ*
máun wílyán: *ʔéindáun càbí*
máun θín: *khímbyà mêimmà dí myòuhmá šìðalâ*
máun wílyán: *mašìbû*
θú ʔaméiyìkán pyéihmá néidé
ʔakhù couʔ tayautthê dí myòuhmá néidé
máun θín: *khímbyâ θâ θamî bé hnayauʔ šìðalê*
máun wílyán: *θâ tayauʔ šìdé*
ʔayiŋgà couʔ θùgóu câumhmá thâdé
ʔakhù mašìbû
θú θéi θwâbí
máun θín: *khímbyà mêimmà ʔaméiyìkán pyéihmá badúnè ʔatúdú néiðalê*
máun wílyán: *θú couʔ ʔadónè ʔatúdú néidé*
θù mìbàmyâ θâ tayaummà mašìbû
θamî tayautthê šìdé
máun θín: *ʔakhù θwâzayá šìdé*
máun wílyán: *θwâjàzòu*

SECTION E—CONVERSATION

1. Covering the Burmese of Basic Sentences

(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Burmese expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A meets B on the street. They greet each other. A asks directions of B. Then they go into a shop and buy some things.
2. They talk about where they and their friends come from.
3. They talk about their work.
4. They talk about their families.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Finder List

ʔadó	aunt
ʔakóu	older brother
ʔalouʔʔakáin	occupation
ʔamà	older sister
ʔaméi	mother
ʔaphéi	father
ʔaθeʔ	age
ʔatúdú	together
badúnè	with whom
bé hnayauʔ	how many (people)
ʔéindáun càdé	marries, get married
hniʔ	year
jápán	Japanese
kalâ	Indian
kalâ zagâ	Hindustani
lêi ŋâmyôu	four or five kinds
lín	husband
mêimmà	woman, (wife)
mìbàmyâ	parents
mwêidé	bears, brings up, is born
nênê	a little
nyí	younger brother
nyíʔakóu máunhnamà	brothers and sisters
nyímà	younger sister
ŋédé	is small, little
ŋéðèidé	is still small
pašû	Malay
pyôdatté	knows how to speak
pyôhnáindé	is able to speak
sipbóu	army officer
šìdé	exists
tayaummà	not one (person)
tayautthê	only one (person)
thàdé	puts, places, leaves
θâ	son
θamî	daughter
θâ θamî	sons and daughters
θéidé	dies, is dead
θéi θwâbí	has died (already)
θwâjàzòu	let's go!
yatté	stop, stand, halts, remains
zagâ	language, word, speech
zagabyán	interpreter

UNIT 5

THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the Basic Sentences in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Mr. Williams visits Mr. Thin and they talk about the weather.

Record 9A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	máun θín
enters	*wíndé*
comes in	*wín ládé*
Come in. (polite)	*wín lábá*
sits	*tháindé*
Sit down.	*tháimbá*
Don't sit there.	*hóuhmá matháimbánè*
Sit here.	*díhmá tháimbá*
cigar	*shêileiʔ*
smokes ('drinks')	*θautté*
Have a cigar.	*shêileiʔ θauppá*
Have some tea.	*lapheyyéi θauppá*

business	*keissà*
What's on your mind? (What business is there?)	*bá keissà šìðalê*

máun wílyán

There's nothing on my mind. ('There is no business.')	*bámà keissà mašìbû*
it rains	*môu ywádé*
it will probably rain	*môu ywálèimmé*
thinks (is of the opinion)	*thíndé*
Do you think it'll rain?	*môu ywálèimmé, thínðalâ*

máun θín

[No] I don't think it'll rain.	*môu ywálèimmé, mathímbû*

máun wílyán

always	*ʔamyê*
is hot	*púdé*
Is it always hot like this in this country?	*dí pyéihmá dílóu ʔamyê púðalâ*

máun θín

No, it isn't always hot.	*ʔamyê mapúbû*
cold season	*shâun ʔakhá*
It's the cold season, now.	*ʔakhù shâun ʔakhá*
It doesn't rain in the cold season.	*shâun ʔakháhmá môu maywábû*

máun wílyán

month ('moon')	*là*
how many months	*bé hnalà*
How many months are there in the cold season?	*shâun ʔakhá bé hnalà šìðalê*

	máun θín
four months	*lêilà*
There are four months.	*lêilà šìdé*
from the month of September (about)	*tóðalînlàgà*
month of December (about)	*nadôlà*
up to	*ʔathì*
The cold season is from September to December.	*tóðalînlàgà nadólà ʔathì shâun ʔakhá*
Record 9B, beginning.	
is cold	*chândé*
Is it very cold in the cold season?	*shâun ʔakháhmá θeiʔ chânðalâ*
	máun θín
Not very (cold).	*θeiʔ machâmbû*
is cool	*ʔêidé*
It is a little cool.	*nênê ʔêidé*
snow	*hnîŋgê*
falls	*càdé*
It doesn't snow.	*hnîŋgê macàbû*
is hard	*khêdé*
Water doesn't freeze.	*yéi makhêbû*
	máun wílyán
hot season	*nwéi ʔakhá*
starts (begins)	*sàdé*
(From) Which month does the hot season begin?	*nwéi ʔakhá bé làgà sàðalê*

	máun θín
January (about)	*pyáðóu*
It starts about January.	*pyáðóulàgà sàdé*
April (about)	*tagû*
is done (used up)	*kóundé*
In the month of April the hot season's over.	*tagûlàhmá nwéi ʔakhá kóundé*
	máun wílyán
how (in what manner?)	*bènélê*
What's the hot season like?	*nwéi ʔakhá bènélê*
	máun θín
sun	*néi*
The sun is very hot.	*néi θeiʔ púdé*
feels hot	*ʔaitté*
It really gets hot.	*θeiʔ ʔaitté*
	máun wílyán
rainy season	*môu ʔakhá*
Does it rain a lot in the rainy season?	*môu ʔakháhmá môu θeiʔ ywáðalâ*
	máun θín
Upper Burma	*ʔatheʔ bamá pyéi*
is few (not many)	*nêdé*
In Upper Burma the rains are light.	*ʔatheʔ bamá pyéihmá môu nêdé*
Lower Burma	*ʔauʔ bamá pyéi*
In Lower Burma the rains are heavy	*ʔauʔ bamá pyéihmá môu myâdé*
The rainy season isn't pleasant.	*môu ʔakhá makâumbû*

likes	*caitté*
I don't like it.	*cou? macaipphû*

Record 10A, beginning.

The cold season and the hot season are nice	*shâun ?akhá nwéi ?akhá kâundé*
violent wind	*léibyîn*
hits against	*taitté*
In the rainy season the wind blows hard.	*môu ?akháhmá léibyîn taitté*
wind	*léi*
is violent	*pyîndé*
In the cold and hot seasons the wind isn't strong.	*shâun ?akhánè nwéi ?akháhmá léi mapyîmbû*
The wind is hot.	*léi púdé*
beginning (start)	*?asà*
At the beginning of the rainy season the wind blows hard; it's really violent.	*môu ?akhá ?asàhmá léi θei? taitté, léi θei? pyîndé*

The rest of the months of the year.

May	(about)	*kashóunlà*
June	"	*nayóunlà*
July	"	*wazóulà*
August	"	*wágáunlà*
October	"	*θadînjullà*
November	"	*tazáummôunlà*
February	"	*tabóudwêlà*
March	"	*tabâunlà*

Before you go through the *Basic Sentences* a second time, study the following

2. Hints on Pronunciation

Record 10A, after 1st spiral.

PRACTICE 1

?alou?
?alou??akàin
louppá

louttć
chausshé
louccàzòu
ʔaloukkà
loummé
loullèimmé
louyyàdé
louθθalâ

You will have noticed that some words are written with a sign *ʔ* at the end. These words are written differently when they are followed immediately by another syllable because in rapid speech the sound which is represented by the sign *ʔ* is replaced by another sound. What sound is used as replacement is determined by the first sound of the following syllable. We shall give you rules which describe the change that is made, but you should remember that the important thing is always to say the Burmese just the way the Guide or the voice on the phonograph record says it. The rules that follow just explain the system of writing.

When a syllable which ends in *ʔ* is followed immediately by a syllable which begins with

p, ph, b, hm	it is replaced by	*p*	*louppá*
t, th, d, hn, hl	" " " "	*t*	*louttć*
s, sh, z	" " " "	*s*	*chausshé*
c, ch, j	" " " "	*c*	*louccàzòu*
k, kh, g, hŋ	" " " "	*k*	*ʔaloukkà*

When the first sound of the following syllables is *m*, *n*, *n*, *l*, *y*, *w*, *th*, *š*, the *ʔ* is replaced by the same sound as the one which follows: loummé, loullèimmé, louθθalâ, etc. Often in slow careful speech you may hear *louʔpá*, *louʔté chauʔshé*, but in ordinary conversational speech the *ʔ* is replaced as described.

When the first sound of a following syllable is *h* or *ʔ*, the *ʔ* of the first syllable is kept *ʔalouʔʔakáin*, *ceʔhâun*.

The sounds that result in these combinations are not strange in English, although we are not used to noticing them. The combinations last a little longer than the single sounds. You can hear such combinations in the English *hop-pickers*, *hot-time*, *house-servant*, *hat-check*, *rock-candy*, *gum-maker*, *fresh sheets* and so on.

Don't worry about all this. It is just to explain the writing. Listen carefully to the Guide and imitate as closely as you can what he says.

Record 10A, after 2nd spiral.

PRACTICE 2

ʔéin
ʔéiŋgà
ʔéimhmá
kâumbábí
kâundé
kâunðalâ
kâuŋgâun
makâumbâ

You will have noticed also that the sound represented by *-n* at the end of a word is replaced by another sound when it is immediately followed by one of a group of sounds. When the first sound of the following syllable is *p*, *ph*, *b*, *m*, or *hm*, the replacement is with *-m-*. When the first sound of the following syllable is *k*, *kh*, *g*, *ŋ*, or *hŋ*, the replacement is with *-ŋ*. Otherwise it remains the sound represented by *-n*.

The Burmese year is divided into twelve months of twenty-nine or thirty days each. There are three seasons. The rainy season lasts from about May to September and includes the following Burmese months:

Record 10A, after 3rd spiral.

PRACTICE 3

kashóun
nayóun
wázóu
wágáun

The cold season lasts from about October to January and includes the following Burmese months:

Record 10A, after 4th spiral.

PRACTICE 4

tóðalîn
θadînjuʔ
tasáummôun
nadó

The hot season lasts from about February to April and includes the following Burmese months:

Record 10B, beginning.

PRACTICE 5

pyáðóu
tabòudwê
tabâun
tagû

The Burmans count the months from *tagû* to *tabâun*. The first day of *tagû* may be any date from March 10 to April 8. The new year begins on April 15 or 16, so that the Burmese New Year may be in either *tagû* or *kashóun*. In certain years *dùtìyà wázóu* is added to make up the time lost due to a year of 354 days.

Burmese speakers, especially in the bigger cities, also use the months as we know them. You will hear both.

Now go twice through the *Basic Sentences* individually, once with the book open and once with the book closed.

SECTION B—WORD STUDY

1. **Word Study** (Individual Study)

A. -hmá

dìhmá šìdé	Here it is.
hóuhmá couʔ θaŋéjîn	There is my friend.
thamînzáin béhmálê	Where is there a restaurant?
nyábephmá šìdé	It is on the right.
ʔakhù bé myòuhmá néiðalê	In which city do you live now?
bamá pyéihmá néidé	He lives in Burma.
θùgóu câumhmá thâdé	He has been sent to school.
môu ʔakháhmá léibyîn taitté	In the rainy season violent winds blow.
tagûlàhmá nwéi ʔakhá kóundé	In the month of *tagû* the hot season is over.
môu ʔakhá ʔasàhmá	At the beginning of the rainy season.

The syllable *-hmá* in each of these expressions marks the *place or time at which* something is or happens. It can generally be translated by the English 'at' but often it is convenient to use 'on' 'in' and so on.

B. -kóu, (*-góu*)

ʔaloukkóu θwâdé	He went to work.
ʔéiŋgóu pyándé	He returned home.
bégóu θwâmalê	Where are you going?
θùgóu maθìbûlâ	Don't you know him?
yauccâ θôun-yaukkóu θìdé	I know the three men.
dágóu bamálóu bá khóðalê	What is that called in Burmese?
naukkóu	In the future.

The syllable *-kóu* (*-góu*) in the above expressions marks the *place or time* to which something or somebody goes, or marks the receiver of an action. In the first meaning it can usually be translated by the English 'to.' In the other it is generally not translated.

C. -kà (*-gà*)

ʔaloukkà pyándé	He returned from work.
bégà láðalê	Where did you come from?
ʔaméiyìkán pyéigà ládé	I came from America.
ʔéiŋgà thwetté	He left the house.
yôuŋgà ʔalouʔ kâunðalâ	Was the courthouse job good?
ʔayíŋgà yôumhmá ʔalouʔ loutté	Formerly I worked in the courthouse.
bé làgà sàðalê	What month does it start?

The syllable *-kà* (*-gà*) in the above expressions marks the *place or time from which* something is or is done. It can often be translated in English by 'from' or 'of'. It can also indicate possession, as in *yôuŋgà ʔalouʔ* 'the work of the court.'

D. -nè

hninnè hniʔ pâun lêi	Two and two is four.
badúnè néiðalê	With whom do you live?
couʔ ʔûnè ʔatúdú néidé	I live with my uncle.
shâun ʔakhánè nwéi ʔakháhmá léi mapyîmbû	In the cold and hot seasons the wind is not violent.

The syllable *-nè* in the above sentences marks the *person or thing with which* something is or is done. It can usually be translated often by the English 'with', or 'and,' 'by means of' and so on.

Expressions to which the foregoing syllables are attached we call *noun expressions*, and the syllables we call *noun particles*.

E. Commands

θauppá	Drink! or Smoke!
tháimbá	Sit!
θwâbá	Go!
pyôbá	Speak! Say!
hlèbá	Turn!

These are all polite commands. You can recognize them by the last syllable *-pá* or *-bá*. You will also hear such expressions without the final syllable: *θauʔ*, *tháin*, *θwâ*, *pyô*, *hlè*, but you should not try to use them this way yourself; you might give offence.

F. Negative Commands

malábáné	Don't come.
matháimbánè	Don't sit.
maθauppánè	Don't drink.

These are negative commands. You can recognize them by the last syllable *-nè*.

2. Covering English and Burmese of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Burmese, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Burmese. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. You come to the house of a Burmese friend and he asks you to come in:

   a. *tháimbá*
   b. *wín lábá*
   c. *θauppá*

2. He offers you a cigar:

   a. *sheileiʔ θauppá*
   b. *lapheyyéi θauppá*
   c. *yéi θauppá*

3. He asks you whether you think it will rain:
   a. *θeiʔ chânðalâ*
   b. *môu ywámé, thínðalâ*
   c. *môu θeiʔ ywáðalâ*

4. You say that you don't think it will:
   a. *môu nêdé*
   b. *môu myâdé*
   c. *môu ywámé, mathímbû*

5. He asks whether it is always hot in America:
   a. *ʔaméiyìkán pyéihmá ʔamyê púðalâ*
   b. *ʔaméiyìkán pyéihmá ʔamyê chânðalâ*
   c. *ʔaméiyìkán pyéihmá ʔmôu θeiʔ ywáðalâ*

6. You say that it is not always hot:
   a. *ʔamyê maʔêibû*
   b. *ʔamyê mapúbû*
   c. *môu θeiʔ maywábû*

7. You ask him how long the rainy season lasts:
   a. *shâun ʔakhá bé hnalà šìðalê*
   b. *nwéi ʔakhá bé hnalà šìðalê*
   c. *môu ʔakhá bé hnalà šìðalê*

8. He says four months:
   a. *θôunlà šìdé*
   b. *lêilà šìdé*
   c. *ŋâlà šìdé*

9. He says that it rains a lot in Lower Burma:
   a. *?au? bamá pyéihmá môu nêdé*
   b. *?au? bamá pyéihmá hnîŋgê macàbû*
   c. *?au? bamá pyéihmá môu myâdé*

10. He says the rainy season is not pleasant:
   a. *môu ?akhá kâunðalâ*
   b. *môu ?akhá kâundé*
   c. *môu ?akhá makâumbû*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Burmese for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the preceding units, go back to the *Word Study* and give the correct Burmese for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again, if necessary; then take parts and carry on the conversation.

1. Mr. Williams meets Mr. Sein on the street and they talk about a friend Mr. Smith.

Record 10B, after 1st spiral.

máun wílyán: *?û séin, mayèlâ, khímbyá*
?û séin: *mábáyè, khímbyá*
khímbyà θaŋéjîn kóu sami? máyèlà
máun wílyán: *θú kâuŋgâun mábáyè*
?akhù bé θwâmalòulê
?û séin: *shêiyóuŋgóu θwâmé*
cou? θamî hóuhmá šìdé
θú shêiyóumhmá ?alou? louttê
máun wílyán: *shêiyóumhmá θú, bá ?alou? louθθalê*
?û séin: *θú shêiyóumhmá shayámà*
θwâzayá šìdé, θwâdòmé
máun wílyán: *kâumbábí, θwâdò*

2. Mr. Thin meets Mr. Williams and asks him where he's going.

Record 10B, after 2nd spiral.

máun wílyán: máun θín, mayèlâ

máun θín: mábáyè, khímbyá

máun wílyán: díhmá couʔ ʔakóu
θú manèigà ʔaméiyìkán pyéigà ládé

máun θín: kóu wílyán, máyèlâ, khímbyá
khímbyá ʔakhù dí myòuhmá néimalâ

kóu wílyán: manéibû
nepphyíŋgá couʔ tayouʔ pyéigóu θwâmé

máun θín: tayouʔ pyéihmá bá ʔalouʔ loummalê

kóu wílyán: mapyôhnáimbû
couʔ siθθâ

3. Mr. Smith[1] and Mr. Thin talk about the weather.

Record 10B, after 3rd spiral.

máun θín: shâun ʔakhá ʔaméiyìkán pyéihmá bènélê

máun samiʔ: θeiʔ chândé, θeiʔ ʔêidé

máun θín: shâun ʔakhá bé hnalà šìðalê

máun samiʔ: θôunlà šìdé
pyáðóulágá tabáunlà ʔathì shâun ʔakhá
tabâunlàhmá shâun ʔakhá kóundé

máun θín: shàun ʔakhá hnîŋgê càðalâ

máun samiʔ: hnîŋgê càdé
yéi khêdé
couʔ θeiʔ macaipphû

máun θín: léibyîn taiθθalâ

máun samiʔ: taitté léi θeiʔ pyîndé

máun θín: nwéi ʔakhá be làgà sàðalê

máun samiʔ: nayóunlàgà sàdé
nayéunlàgà wágáunlà ʔathì nwéi ʔakhá
néi θeiʔ mapúbû
ʔaitté θeiʔ ʔaitté
shâun ʔakhá ʔasàhmá θeiʔ kâundé
θeiʔ machâmbû, θeiʔ mapúbû
θeiʔ kâundé

máun θín: nyû yauʔ myòuhmá môu θeiʔ ywáðalâ

máun samiʔ: θeiʔ ywádé ʔamyê mahoupphû
môu ʔakháhmá môu ywádé
shêileiʔ θaucchínðalâ

máun θín: maθaucchímbû
cêizû tímbádé
nepphyíŋgá couʔ ʔatheʔ bamá pyéigóu
θwâzayá šìde
θwâdòmé

máun samiʔ: kâumbábí θwâdò, θwâdó

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[1] 'Williams' on record.

SECTION E—CONVERSATION

1. Covering the Burmese in Basic Sentences

(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Burmese expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material that you can bring into your conversations. Invent new combinations of subject matter.

Work through these situations, saying in Burmese whatever fits the situation, taking parts as you have done in previous units.

1. You meet a Burman on the street and greet him. You ask about his family and friends. He asks you about the climate where you come from and you tell him. You discuss the seasons. You compare the climate of Burma and of various cities of the United States. You take leave of each other.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

Finder List

ʔaitté	feels hot
ʔamyê	always
ʔasà	beginning, start
ʔatheʔ bamá pyéi	Upper Burma
ʔathì	up to
ʔauʔ bamá pyéi	Lower Burma
bé hnalà	how many months
bènélê˩	how, in what manner?
càdé	falls
caitté	likes
chândé	feels cold

ʔèidè	is cool
hnîŋgê	snow
keissà	business
khêdè	is hard
kóundè	is done, over, used up
là	month, moon
léi	wind
léibyîn	violent wind
lêilà	four months
môu ʔakhá	rainy season
môu ywádè	it rains
nadólà	about December
nêdé	is few, not many
néi	sun
nwéi ʔakhá	hot season
púdé	is hot
pyáðóulà	about January
pyîndé	is violent
sàdé	starts, begins
shâun ʔakhá	cold season
shêileiʔ	cigar
tagûlà	about April
taitté	strikes, drives against
tháindé	sits
thíndé	thinks
tóðalînlà	about September
θauʔté	drinks, smokes
wín dé	enters
wín ládè	comes in

The months of the year

tagû	April
kashóun	May
nayóun	June
wázóu	July
wágáun	August
tóðalîn	September
θadînjuʔ	October
tazáummôun	November
nadó	December
pyáðóu	January
tabòudwê	February
tabâun	March

UNIT 6

REVIEW

To the Group Leader: This unit is intended to furnish the group with a review of the work done to date: understanding of the stock of words, and of the ways of using them covered in the *Word Study*. Pronunciation should be the object of attention whenever the students are talking. Either the Guide or, if there is no Guide, the Group Leader and other students should correct faulty pronunciation.

This unit contains a number of tests which will help you to make sure that you have thoroughly covered the work of the first five units of the course. They will show you what you need to restudy or review.

SECTION A—TRUE-FALSE

Records 11A and 11B.

To the Group Leader: Section A is a true-and-false quiz which is to be read to the group by the Guide or the phonograph records. Each student is to write the numbers from 1 to 50 on a sheet of paper. After hearing each statement in Burmese, the students are to mark T opposite the number of that statement if they consider it a true statement, and F if they consider it false. If the students understand the [illegible] they will have no difficulty in deciding whether or [illegible] statements are true or false.

Use the first item in the quiz as a [illegible] item. When you are ready to start, announce "Statement 1," and give the signal to the Guide to begin, or put on the phonograph record. The Guide or the record will then read the Burmese statement: "*hninné hni? pâun ŋâ*" and will repeat the statement once more. Explain to the group that, since the meaning of this statement is "two and two are five" they should write F after the figure 1 on their papers. Then announce "Statement 2" and continue with the Guide or phonograph record. Each statement in Burmese is to be presented twice. When working with a Guide, continue to call the number of each statement throughout the quiz so that the students will have no trouble keeping the proper place. Take the quiz with the rest of the group.

In the back of the Guide's Manual you will find a list giving the correct answers (T or F) for the Burmese items, together with the English translations. After the quiz is over, read to the group the correct answers, T or F for each item. The students are to check their papers. Find the average number of correct answers for your group and include your own answers. Any student who gets less than the average number of answers or less than 80 per cent (whichever is higher) correct, needs more thorough study and review of the preceding units.

Use the rest of the period to repeat the Burmese expressions for which students had the wrong answer and read the English equivalents of these statements if they wish to have them. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their vocabulary is weak and needs further study.

Section A is a true-false quiz. After you have marked the numbers 1 to 50 on a sheet of paper, your Group Leader will have the Guide read, or will play the phonograph records containing a number of statements in Burmese. As you hear each sentence, decide whether the statement it makes is true or false. Decide whether the statement is *usually* true or *usually* false. Do not go into particular cases. If you think the statement is true, mark T opposite the number corresponding to the number of the sentence that has just been spoken. If you think it is false, mark F opposite the number. The first item will be a practice item and will show you just how you are to proceed with the rest of the sentences.

After you have done this work, the Leader will go through your answers with you as a group, and will tell you which statements are true and which are false. Score your paper, counting one for each correct answer. The Group Leader will figure out the average score for your group. If your score falls below the average of the group as a whole, you need more study and review of the previous units.

Use the rest of the period to go over the sentences again with your Guide or records. For each item on which you are wrong, be sure that you understand why you are wrong, and what the true meaning of the item is.

If you come out well on this quiz. that indicates that you have a pretty good understanding of the word stock you have covered to date.

SECTION B—HOW WOULD YOU SAY IT? (Individual Study)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down*, but say the Burmese equivalents out loud and keep practicing them aloud until you have the Burmese down so cold that when the English is fired at you point-blank you can fire the Burmese right back without any hesitation.

I

1. How do you do, sir?
2. I'm fine, sir.
3. I don't understand.
4. Please speak slowly.
5. Where is there a hotel?
6. It is on the right.
7. Do you understand?

8. I understand.
9. What is this called in Burmese?
10. I want a cigarette.

II

1. Are you an American?
2. I am an American soldier.
3. I am a native of Chicago.
4. Don't you know him?
5. His name is Mr. Williams.
6. Where are you going today?
7. I'm not going anywhere.
8. Tomorrow we will go to China.
9. What city do you live in now?
10. I live in Mandalay.

III

1. Where are you going?
2. I am going to work.
3. Why?
4. I am busy.
5. What work do you do?
6. I am a clerk.
7. This way is no good.
8. My friend has come.
9. I must go.
10. Very well. Go (please).

IV

1. What languages do you know how to speak?
2. I know how to speak English and Burmese.
3. Can't you speak Chinese?
4. I can't speak it well.
5. I understand it a little.
6. How many brothers and sisters do you have?
7. I don't have any.
8. Has the train stopped?
9. It has.
10. Let's go.

V

1. Is it always this hot in Burma?
2. It isn't always hot.
3. Do you think it will rain?
4. I don't think it will rain.
5. What's on your mind? (What business is there?)
6. Nothing's on my mind. (There is no business).
7. Sit down. Have a cigar.
8. Is it very cold in the cold season?
9. Not very cold.
10. The cold season and the hot season are pleasant.

SECTION C—HOW DID YOU SAY IT?

To the Group Leader: Simply follow the directions given below.

This section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Group Leader will call on members of the group (but not in any fixed order) to speak the Burmese equivalents of the English sentences given in Section B. The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned.

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*) (Individual Study)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down, but have everything well fixed in your mind and ready to speak in the next group meeting.

I

1. Where is the railroad station? Is it on the right?
2. Here it is. Go straight ahead.
3. Do you want to eat?
4. I don't want to eat. I want to drink some tea.
5. What time is it?
6. It's four o'clock.
7. When does the movie start?
8. Eight o'clock.
9. Do you want a cigarette?
10. Thank you. I don't want cigarettes.

II

1. Is he a native of Rangoon?
2. No. He came from China.
3. Is your friend an Englishman?
4. No. He is a native of New York.
5. He is an American sailor.
6. What is his name?
7. His name is Mr. Smith.
8. He is my friend.
9. Goodbye. (by person leaving)
10. Very well, sir. Goodbye (to person leaving).

III

1. Who are those five people?
2. I know the one woman well.
3. I don't know the three men.

4. They are policemen, I think.
5. Where does your friend work?
6. He isn't doing anything now.
7. Formerly he worked in a bank.
8. He went to work at nine A.M.
9. He returned home at four P.M.
10. He wasn't very busy.

IV

1. Is your older brother married?
2. Yes, he is. His wife is English.
3. She is now living with my parents.
4. How many children do they have?
5. There are two sons and three daughters.
6. They are still very small.
7. Does she have a father and mother?
8. No. Her parents are dead.
9. Whom did she live with in England?
10. She lived with (her) older brother.

V

1. Come in. Sit down. Have some tea.
2. It's very warm today. The sun is very hot.
3. Yesterday it was a little cool.
4. What month does the cold season begin?
5. It is now the hot season.
6. It starts from the month of *tóðalìn*.
7. It consists of four months. In the month of *nadó* the cold season is over.
8. How is the cold season?
9. In Upper Burma are the rains heavy? In Upper Burma the rains are light.
10. In Lower Burma the rains are heavy. It is not pleasant.

SECTION E—HOW DID YOU SAY IT? (*Cont.*)

To the Group Leader: Simply follow the directions given below.

As in Section C, the Group Leader will go around the group and ask various members to supply (with books closed) the Burmese equivalents for the sentences in Section D. If the Guide is present, he will listen and correct pronunciation and expressions.

This section is intended to give you a check on your understanding of the way the language is built and functions.

SECTION F—CONVERSATION

The members of the group will carry on short conversations lasting not more than 1 to 2 minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the conversations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversation.

1. Meeting friends on street.

(Include: questions about each other's health, health of parents, health of brothers and sisters, where they are living now.)

2. Meeting a stranger and introducing oneself.

(Include: statement of names, questions and answers about where you come from, where you work, where you are living now, what you are doing.)

3. Introducing people.

(Include: introducing a friend or relative to someone, questions as to where from, languages spoken, offer a smoke, ask where going now.)

4. Meeting a friend.

(Include: questions as to where friend is going, whether he would like to eat or drink, where there is a place to eat and drink.)

5. Discussion of occupations.

(Include: questions as to where you are working and what you are doing; what you used to do; what you expect to do in the future.)

6. Discussion of travel plans:

(Include: questions as to where you came from and where you are going; when you came and when you will leave.)

7. Discussion of the weather:

(Include: questions as to opinions about the weather; the Burmese seasons; when they are; what the weather is like in each of them.)

8. Looking for an interpreter.

(Include: questions as to where there is an interpreter for Malay; how many languages the interpreter can handle, whether he speaks the languages well.)

UNIT 7

A PLACE TO LIVE

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Mr. Williams rents a room for himself and a friend.

Record 12A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	máun wìlyán
for the purpose of living	*néibòu*
place	*néiyá*
searches for	*šádé*
remains (lives)	*néidé*
I'm looking for a place to live	*couʔ néibòu néiyá šá néidé*
house	*ʔéin*
Is there a place to live in your house?	*khímbyà ʔéimhmá néibòu néiyá šìðalâ*
	ʔû ʔáun θín
Yes, there is.	*šìbádé*

room	*ʔakhân*
three rooms	*θôuŋgân*
is free (vacant, unoccupied)	*ʔâdé*
Three rooms are vacant.	*ʔakhân θôuŋgân ʔâ néibádé*
looks (at)	*cìdé*
wants to look	*cìjíndé*
Do you want to (go) see 'em?	*θwâ cìjínðalâ*
	máun wílyán
if free	*ʔâyín*
If you have time, I'd like to (go) see 'em.	*khímbyâ ʔâyín, θwâ cìjímbádé*
	ʔà ʔáun θìn
Let us look	*cìjàzòu*
Let's go look.	*θwâ cìjàzòu*
follows (accompanies)	*laitté*
follow (accompany) (polite)	*laikkhèbá*
Come with me.	*counnè laikkhèbá*
rents (hires, borrows, lends)	*hŋâdé*
wants to rent	*hŋâjíndé*
how many rooms	*bé hnakhân*
How many rooms do you want to rent?	*ʔakhân bé hnakhân hŋâjínðalê*
	máun wílyán
two rooms	*hnakhân*
I want to rent two rooms.	*hnakhân hŋâjímbádé*
as regards (on account of)	*ʔatweʔ*
one room	*takhân*
One for me.	*couʔ ʔatweʔ takhân*

One for my friend.	*couʔ meisshwéi ʔatweʔ takhân*
	ʔû ʔáun θîr
moment (instant)	*khanà*
waits	*sàundé*
Wait a minute.	*khanà sàun néibá*
sees	*myíndé*
I see somebody ('one person').	*lú tayaukkóu myíndé*
Who it is, I don't know.	*badúlê, m*[illegible]
Record 12B, beginning.	
not once (never)	*takhámà*
have never seen	*mamyímbûbû*
I've never seen him before.	*θùgóu takhàmà mamyímbûbú*
	náun wıyan
He's a friend of mine.	*θú couʔ θaŋéjîn*
I know him well.	*θùgóu couʔ kâuŋgâun θìdé*
wants to remain (live)	*néijíndé*
He wants to live in this house, too.	*θúlê dí éimhmá néijímbádé*
goods (merchandise)	*kóun*
merchant	*kóunδé*
doctor	*shayáwún*
I'm a business man; he's a doctor.	*couʔ kóunδé, θú shayáwún*
distance (journey)	*khayî*
travels	*khayî θwâdé*
We're travelling together.	*couttòu ʔatúdú khayî θwâ néidé*

	ʔū ʔáun θìn
if that's the case	*ʔàllóu shóuyín*
can look (is able to look)	*cìhnáimbádé*
If that's the case, we can look at a room for him.	*ʔàllóu shóuyín, θù ʔatweʔ ʔakhân cìhnáimbádé*
upper floor	*ʔapódaʔ*
climbs (ascends)	*tetté*
Let's go upstairs and look.	*ʔapódakkóu teʔ cìjàzóu*
wants to show	*pyàjíndé*
I want to show (you) the rooms.	*ʔakhâŋgóu pyàjíndé*
	máun wìlyán
The rooms are nice.	*ʔakhân kâumbádé*
bathroom	*yéi chôugân*
Where's the bathroom?	*yéi chôugân béhmálê*
	ʔū ʔáun θìn
lower floor	*ʔauttha?*
It's on the lower floor.	*ʔautthaphmá shìbádé*
goes down (descends)	*shîndé*
Let's go down and look.	*shìn cìjàzòu*
bathes (takes a bath)	*yéi chôudé*
wants to bathe	*yéi chôujíndé*
Do you want to take a bath?	*yéi chôujínðalâ*
	máun wìlyán
(No,) I don't (want to bathe).	*yéi machôujímbábu*
wants to know	*θìjíndé*
I wanted to know where the bathroom was.	*yéi chôugân béhmálê, couʔ θìjímbádé*

Record 13A, beginning.

monthly rent (or salary)	*làgà*
gives	*pêidé*
must give (has to give)	*pêiyàdé*
How much is the rent?	*ʔakhân làgà bélauʔ pêiyàmalê*
	ʔû ʔaun θîn
quarter (twenty-five)	*ʔaseiʔ*
(Give) twenty-five for one room.	*takhâŋgóu ʔaseiʔ pêibá*
	máun wílyán
expression	*shóudá*
I don't understand the expression *ʔaseiʔ*.	*ʔaseiʔ shóudá nâ malébû*
	ʔû ʔáun θîn
twenty-five	*hnashè ŋâ*
twenty-five rupees	*hnashè ŋâjaʔ*
ʔaseiʔ is twenty-five rupees.	*ʔaseiʔ hnashè ŋâjaʔ*
	máun wílyán
fifty	*ŋâzé*
If that's the case, two rooms are fifty.	*dílóu shóuyín, hnakhân ŋâzé*
is true (is correct)	*hmándé*
Is that right?	*hmánðalâ*
	ʔû ʔáun θîn
That's right.	*hmámbádé*

	máun wílyán
Very well.	*kâumbábí*
What do you want to do now?	*ʔakhù bá loucchínðalê*
	θaŋéjîn
I don't want to do anything.	*ɔámà maloucchímbû*
I'll be sitting here for a little while.	*díhmá khanà tháin néimé*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Record 13A, after 1st spiral.

PRACTICE 1

lá néidé	He is coming.
θwâ néidé	He is going.
cì néidé	He is looking.
louʔ néidé	He is doing it; he is working.

Record 13A, after 2nd spiral.

PRACTICE 2

lá néibádé	He is coming (polite).
θwâ néibádé	He is going (polite).
cì néibádé	He is looking (polite).
louʔ néibádé	He is doing it; he is working (polite).

Listen to the Guide say the above sets of expressions, and imitate him paying special attention to the rise and fall of his voice. Repeat right after the Guide, as usual.

Record 13A, after 3rd spiral.

PRACTICE 3

lájíndé	He wants to come.
θwâjíndé	He wants to go.
cìjíndé	He wants to look.
loucchíndé	He wants to do it; he wants to work.

Record 13A, after 4th spiral.

PRACTICE 4

lájímbádé	He wants to come (polite).
θwâjímbádé	He wants to go. “

cìjímbádé	He wants to look (polite).
loucchímbádé	He wants to do it; he wants to work (polite).

Now listen to the Guide say the above sets of expressions, and again imitate him paying special attention to the rise and fall of his voice. Repeat right after the Guide as usual.

You will notice, if you listen carefully, that a syllable which is written with a space following it, as in *lá néidé*, is different from a syllable which is followed by another syllable with no space, as *lájíndé*. The important thing is to get the melody right. Sing the phrase when you repeat it.

SECTION B—WORD STUDY

1. **Word Study** (Individual Study)

A. néidé

šá néidé	He is looking.
θwâ néidé	He is going.
tháin néimé	I'll be sitting.
néidé	He remains, lives.

néidé when it is not preceded by another verb in the same phrase translates in English as 'lives, remains.' When it is preceded by another verb it means that the action of the other verb is going on. When such a compound verb expression is in the negative, it is the second part that is negated:

šá manéibû	He is not looking.
θwâ manéibû	He is not going.
tháin manéibû	He is not sitting.
manéibû	He does not remain, live.

B. Secondary particles

In Unit 3 you learned about the syllables *-té, -mé, -pí, -kè, -yè*. Syllables that never stand alone we call *particles*. The five particles just quoted always come at the end of expressions; we call them *final particles*. There are other particles which we shall refer to from time to time. Some of these come between the verb and the final particle. These we shall call *secondary particles*.

We shall now look at some very common secondary particles.

1. -chín-

loucchínðalâ	Do you want to do it?
loucchíndé	I want to do it.
maloucchímbû	I don't want to do it.
cìjinðalâ	Do you want to see it?
cìjíndé	I want to see it.
macìjímbû	I don't want to see it.

The syllable *-chín-* is a secondary particle and indicates the *desire* to do something. Notice the change in the first sound of the particle depending on what precedes it (see Unit 3).

2. *-hnáin-*

louthnáindhalâ	Can you do it?
louthnáindé	I can do it.
malouthnáimbû	I can't do it.
cìhnáinðalâ	Can you look at it?
cìhnáindé	I can look at it.
macìhnáimbû	I can't look at it.

The syllable *-hnáin-* is a secondary particle and indicates the *ability* to do something.

3. *-lèin-*

môu ywálèimmé	It will probably rain.
θwâlèimmé	He will probably go.
kâumbálèimmé	It will probably be good.
môu ywálèimmé, thínðalâ	Do you think it will rain?
môu ywálèimmé, mathímbû	I don't think it will rain.

The syllable *-lèin-* is a secondary particle and indicates *probability*. Notice that it is always followed by the final particle *-mé*.

4. *-phû-*

loupphûðalâ	Did you ever do it?
maloupphûbû	I have never done it.
θwâbûdé	I have gone (there in the past).

The syllable *-phû-* is a secondary particle and indicates *past time.*

5. *-θêi-*

θú θeiʔ yéðêidé	He is still small.
thamìn šìðêiðalâ	Is there rice still?
masâčêibû	I have not eaten yet.
malouθθêibû	I haven't done it yet.
masâjínðêibû	I don't want to eat yet.

The syllable *-θêi-* is a secondary particle and indicates *further action*. It is usually translated by the English 'yet' or 'still'.

6. *-yà-*

láyàdé	He must come.
pêiyàðalâ	Do you have to give?
maθwâyàbû	He does not have to go.

The syllable *-yà-* is a secondary particle and indicates *necessity* or *compulsion*.

7. *-pá-*

louppá	Do it.
θwâbá	Go.
louppádé	He does it.
θwâbádé	He goes.
néijímbádé	He wants to live.
cìhnáimbádé	He can look.
θwâyàbádé	He has to go.

The syllable *-pá-* is a secondary particle and indicates *politeness*. Notice that this particle is used in commands as well as in statements and questions. Notice also that it is used together with other secondary particles.

2. Covering English and Burmese of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Burmese, and making sure that you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences*, covering up the English and reading aloud the Burmese. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

You want to rent a room for a friend and you talk to the landlord:

1. You say that your friend is looking for a place to live:
   a. *couʔ mèimmà néibòu néiyá 3á néidè*
   b. *couʔ meisshwéi néibòu néiyá 3á néidè*
   c. *couʔ yéi chôugâŋgóu 3á néidè*

2. You ask him if he has two rooms vacant:
   - a. *khìmbyà ʔéimhmá ʔakhân hnakhân ʔâ néiðalâ*
   - b. *couʔ ʔéimhmá ʔakhân hnakhân ʔâ néidé*
   - c. *khìmbyà ʔéimhmá ʔakhân θôuŋgân ʔâ néiðalâ*

3. He says he has four rooms vacant:
   - a. *ʔakhân ŋâgàn ʔâ néidé*
   - b. *ʔakhân lèigân ʔâ néidé*
   - c. *ʔakhân chaukkhân ʔâ néidé*

4. You say you want to rent two of them for your friend:
   - a. *couʔ meisshwéi ʔatweʔ hnakhân hŋâjìndé*
   - b. *couʔ aphéi ʔatweʔ takhân hŋâyàdé*
   - c. *couʔ ʔakòu ʔatweʔ θouŋgân hŋâhnáindé*

5. He suggests that you go look:
   - a. *θwâjàdzòu*
   - b. *θwâ sâjàdzòu*
   - c. *θwâ cìjàdzòu*

6. You ask him to wait a minute—you see your friend:
   - a. *khanà sàumbá: couʔ améigóu myìndé*
   - b. *khanà sàumbá: couʔ meisshwéigóu myìndé*
   - c. *khanà sàumbá: couʔ ʔadógóu myìndé*

7. He says he doesn't know who it is:
   - a. *béhmálê, maθìbû*
   - b. *bálê, maθìbû*
   - c. *badúlê, maθìbû*

8. You say your friend is a business man:
   - a. *couʔ meisshwéi kóunðé*
   - b. *couʔ meisshwéi câun shayá*
   - c. *couʔ meisshwéi shayáwún*

9. He says he wants to show the room:
   - a. *ʔakhâŋgóu pyàjìndé*
   - b. *ʔakhâŋgóu cìlèimmé*
   - c. *ʔakhâŋgóu θwâyàdé*

10. You say that you have never seen it:
   - a. *maloupphûbû*
   - b. *maθwâbûbû*
   - c. *mamyìmbûbû*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Burmese for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the preceding units, go back to the *Word Study* and give the correct Burmese for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Mr. Williams rents a couple of rooms.

Record 13B, beginning.

máun wílyán: *coutiòu néibòu néiyá šá néidè.*
dì hótéhmá néibòu néiyá šìðalâ

ʔû ʔáun θìn: *šìbádè.*
ʔakhân ŋâgân ʔâ néidè
bé hnakhân hŋâjínðalê

máun wílyán: *hnakhân hŋâjìndè*
ʔakhân béhmálê, couʔ cìjíndè

ʔû ʔáun θìn: *badù ʔatwellê*

máun wílyán: *couʔ ʔatweʔ takhân*
couʔ meisshwéi ʔatweʔ takhân

ʔû ʔáun θìn: *laikkhèbá, θwâ cìjàzòu*
khímbyà meisshwéi béhmálê

máun wílyán: *khanà sàun néibá*
θú lábálèimmé
ʔakhù coutiòu hnayauʔ ʔatúdú khayî θwâ néidé

ʔû ʔáun θìn: *khímbyâdòu ʔalouʔʔakáin bálê*

máun wílyán: *couʔ shayáwún, θú kóunðè*
ʔakhân béhmálê
ʔapóċaphmálâ, ʔautthaphmálâ

ʔû ʔáun θîn: *ʔapódaphmá θôuŋgân*
ʔautthaphmá hnakhân

máun wìlyán: *dìlóu shóuyîn, ʔapódakkóu teʔ cìjàzòu*
ʔakhân làgà bélauʔ pêiyámalê

ʔû ʔáun θîn: *takhân ʔaseiʔ, hnakhân ŋâzé*

máun wìlyán: *ʔautthakkà ʔakhâŋgóu shîn cìjíndé*
ʔakhân kâumbádé
dí ʔakhâŋgóu couttòu hŋâmé

ʔû ʔáun θîn: *hóuhmá lú tayaukkóu myíndé*
θú badúlê
khímbyà meisshwéilâ

máun wìlyán: *maθìbû*
couʔ θùgóu takhámà mamyímbûbû
θú couʔ meisshwéi mahoupphû

2. Our friend Williams asks a suspicious looking Burman some questions:

Record 13B, after spiral.

máun wìlyán: *khímbyà námé badúlê*

Burman: *couʔ námé máun thûn khîn*

máun wìlyán: *bégà láðalê*

Burman: *mândalêi myòugà ládé*

máun wìlyán: *bégóu θwâmalê*

Burman: *yáŋgóun myòugóu θwâmé*

máun wìlyán: *ʔaθeʔ bélauʔ šìbalê*

Burman: *hnashè ŋâhniʔ šìbí*

máun wìlyán: *béhmá mwêiðalê*

Burman: *phyû myòuhmá mwêidé*

máun wìlyán: *ʔakhù mândalêi myòuhmá néiðalâ*

Burman: *néibádé*

máun wìlyán: *khímbyâ θâ θamî šìðalâ*

Burman: *mašìbû* *couʔ ʔéindáun macàðêibû*

máun wìlyán: *ʔaphéi ʔaméi šìðalâ*

Burman: *mašìbû* *θúddu θêi θwâbí*

máun wìlyán: *nyíʔakóu máunhnamà béhnayauʔ šìðalê*

Burman: *tayaummà mašìbû*

máun wìlyán: *khímbyâ ʔalouʔʔakáin bálê*

Burman: *couʔ ʔalouʔʔakáin kóunðé*

máun wìlyán: *ʔakhù tayautthê khayî θwâ néiðalâ*

Burman: *tayautthê khayî θwâ néibádé*

máun wìlyán: *bédò mândalêi myòugà thweʔ láðalê*

Burman: *manèigà thweʔ ládé*

máun wìlyán: *bédò yáŋgóun myòugóu θwâmalê*

Burman: *dîganèi nyànéi ŋânáyí mîyatkhânè θwâmé*

SECTION E—CONVERSATION

1. Covering the Burmese in Basic Sentences

(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Burmese expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter. 1. Try finding a room in various places, for various numbers of people, and at various prices.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations begun in Section E with with a review of parts 1 and 2 of the section if necessary.

Finder List

ʔâdè	is free, unoccupied, vacant
ʔakhân	room
ʔapóda?	upper floor
ʔasei?	quarter, twenty-five
ʔatwe?	account, behalf (because, for)
ʔauttha?	lower floor
ʔâyín	is free, unoccupied, vacant
bé hnakhân	how many (of rooms)
cìdè	looks, looks at
cìjàzou	let's look
cìjíndè	wants to look
dìlóu shóuyín	if that's the case
ʔéin	house
hmândè	is correct, true
hnakhân	two (of rooms)
hnashè ŋâ	twenty-five
hnashè ŋâja?	twenty-five rupees
hŋâdè	borrows, lends, rents, hires
hŋâjíndè	wants to borrow, etc.

khanà	moment, instant
khayî	distance between 2 places, trip
khayî θwâdé	travels
kóun	goods, merchandise
kóunðé	merchant
làgà	monthly rent (or salary)
laitté	follows, accompanies
laikkhèbá	follow, accompany (polite)
loucchíndé	wants to do
myíndé	sees
néibòu	for the purpose of living
néidé	remains, lives
néijíndé	wants to live, remain
néiyá	place
ŋâzé	fifty
pêidé	gives
pêiyàdé	must give, has to give
pyàjíndé	wants to show
sàundé	waits
shayáwún	doctor
shîndé	descends, goes down
shóudá	expression, saying
šádé	searches for
takhân	one room
tetté	climbs, ascends
θìjíndé	wants to know
θôuŋgân	three rooms
yéi chôudé	bathes, takes a bath
yéi chôugân	bath-room
yéi chôujíndé	wants to bathe

GETTING CLEANED UP

SECTION A. BASIC SENTENCES

Go once through the *Basic Sentences* in unison, [illegible] through the *Basic Sentences* individually.

1. Basic Sentences

Mr. Williams asks his landlord about [illegible]

Record 14A, beginning.

ENGLISH EQUIVALENTS	[illegible]
landlord	[illegible]
The landlord speaks:	[illegible]
Do you want to go out now?	[illegible]
guest (visitor)	[illegible]
The visitor answers:	[illegible]
I don't want to go out yet.	[illegible]
I want to take a bath.	[illegible]
hair of the head	[illegible]
cuts (as with scissors)	[illegible]
I want to get a hair cut.	[illegible]

beard	*mousshei?*
reaps (mows, shaves)	*yeitté*
I want to get a shave	*mousshei? yeicchíndè*

garment	*?awu?*
clothes	*?awummyâ*
clothes also	*?awummyâlê*
washes (clothes, hair)	*šódè*
I want to have some clothes washed too.	*?awummyâlê šójíndè*

?èinšin

You can take a bath (here) in this house.	*dí ?éimhmá yéi chôuhnáimbádè*

village	*ywá*
forest (jungle)	*tô*
country village	*tôywá*
This is a country village.	*dí ywá tôywá*

is big	*cídè*
It's not big.	*macíbû*

It's very small.	*θei? ŋéde*

for that reason	*dájàun*
barber shop	*shabín hnyasshéin*
That's why there aren't any barber shops.	*dájàun shabín hnyasshéin macíbû*

?èðè

how will one do?	*bènê loummalè*
If that's the case, what do you do?	*dílóu shóuyín, bènê loummalè*

	ʔèinšín
one skilled in some work	*θamâ*
barber	*shabín hnyaθθamâ*
will probably have to call	*khóyàlèimmé*
You'll probably have to call a barber.	*shabín hnyaθθamâ khóyàlèimmé*
He can cut (your) hair.	*shabín hnyathnáindé*
He can give you a shave too.	*moussheillê yeithnáindé*
Record 15A, beginning.	
	ʔêðé
About the clothes, who'll wash 'em?	*ʔawummyâ ʔatweʔ badú šómalê*
	ʔèinšín
is concerned (worried)	*sôuyéindé*
Don't worry.	*masôuyéimbánè*
night	*nyà*
laundryman	*dóubí*
The laundryman'll probably come tonight.	*díganèi nyà dóubí lábálèimmé*
You can give your clothes to the laundryman.	*ʔawummyâ dóubígóu pêihnáimbádé*
	ʔêðé
shirt (coat, jacket)	*ʔêinjí*
pants	*bâumbí*
is torn	*soutté*
My shirt and pants are torn.	*couʔ ʔêinjínè bâumbí souʔ néidé*
sews	*chouttê*
Who can sew 'em up for me?	*badú chouʔ pêihnáinðalê*

ʔèinšín

needle	*ʔaʔ*
tailor	*ʔacchouθθamâ*
There's a tailor in this village.	*dí ywáhmá ʔacchouθθamâ šìbádé*
repair (put in order, arrange)	*pyíndé*
He can sew and fix up your clothes for you.	*θú ʔawummyâ pyín chouʔ pêihnáimbádé*

ʔeðé

foot	*chéi*
bag (sack)	*ʔeiʔ*
sock	*chéiʔeiʔ*
buys	*wédé*
I want to buy some socks.	*couʔ chéiʔeimmyâ wéjíndé*

ʔèinšín

market	*zêi*
interior	*ʔathê*
clothing store	*ʔawussháin*
You can buy them in some clothing stores in the market.	*zêi ʔathêgà ʔawussháimmyâhmá wéhnáimbádé*
sweat	*chwêi*
undershirt	*chwêigán ʔèinjí*
underpants (shorts)	*chwêigán bâumbí*
shoe	*phanaʔ*
rope (cord, string)	*côu*
shoe laces	*phanaccôu*
article (thing, object)	*pyissî*
kind	*ʔamyôu*

all kinds	*ʔamyôuzóun*
You can get underwear, shoe laces and all sorts of things.	*chwêigán ʔêinjí, chwêigán bâumbí, phanaccôumyânè pyissî ʔamyôuzóun yàhnáimbádé*

Record 15A, beginning.

	ʔèðe
shoemaker	*phanacchouθθamâ*
Is there a shoemaker in this village?	*dí ywáhmá phanacchouθθamâ šìðalâ*
	ʔèinšín
often	*macámacá*
although there isn't	*mašìbéimè*
No, there isn't. (But although there isn't,) one comes to this village often.	*mašìbû mašìbéimè, macámacá díywágóu ládè*
	ʔêðé
Now I want to go take a bath.	*ʔakhù yéi θwâ chôujíndé*
	ʔèinšín
soap	*shappyá*
two cakes (lumps, blocks)	*hnatôun*
face	*myethná*
towel	*θouppawá*
Here are two cakes of soap and a face towel.	*díhmá shappyá hnatôunnè myethnaθouppawá tatthe*
	ʔêðé
hot water	*yéinwêi*
Is there any hot water?	*yeinwêi šìðalâ*

	ʔèinšín
No. There isn't.	*yéinwêi mašíbû*
nation (kind of people)	*lúmyôu*
We Burmans always bathe in cold water.	*couttòu bamá lúmyôu ʔamyê yéiʔèi chôudé*
	ʔêðé
Never mind (polite).	*keissà mašíbábû*
I'll just wash with cold water.	*couʔ yéiʔèibê chôumé*

Record 15A, after spiral.

Some more numbers:

ten	*tashé*
hundred	*tayá*
thousand	*tatháun*
ten thousand	*taθâun*
hundred thousand	*taθêin*
million	*taθân*
ten million	*tagadéi*
thirteen	*shè θôun*
fourteen	*shè lêi*
fifteen	*shè ŋâ*
sixteen	*shè chauʔ*
seventeen	*shè khún (shè khúnna-)*
eighteen	*shè šiʔ*
nineteen	*shè kôu*
twenty	*hnashé*
twenty-one	*hnashè tiʔ (knashè ta-)*
twenty-two	*hnashè hniʔ (hnashè hna-)*
twenty-five	*hnashè ŋâ*
twenty-seven	*hnashè khún (hnashè khúnna-)*
thirty	*θôunzé*
thirty-three	*θôunzé θôun*

Record 15B, beginning.

forty	*lêizé*
forty-four	*lêizè lêi*
fifty	*ŋâzé*
fifty-five	*ŋâzè ŋâ*
sixty	*chausshé*
sixty-six	*chausshè chauʔ*
seventy	*khúnnashé*
seventy-seven	*khúnnashè khún (khúnnashè khunna-)*
eighty	*šisshé*
eighty-eight	*šisshè šiʔ*

ninety	*kôuzé*
ninety-nine	*kôuzè kôu*
two hundred	*hnayá*
two hundred two	*hnayà hni?*
five hundred	*ŋâyá*
five hundred fifty five	*ŋâyà ŋâzè ŋâ*
The year nineteen forty-five	*tathàun kôuyà lêizè ŋâgù*
seventy-five thousand	*khúnnaθâun ŋâdáun*
one hundred fifty thousand	*taθêin ŋâðâun*

In Unit 1 you learned the numbers from 1 to 12. Here are the others. Repeat them after the Guide or the phonograph record. Notice particularly the change in sound between *shé* and *shè* or *yá* and *yà*.

As you can see the system is very simple: twenty is 'two-ten', twenty-five is 'two ten five', five hundred fifty five is 'five hundred five ten five.'

The system is somewhat different in the higher numbers. Eleven thousand is *taθâun tatháun*, 'ten thousand one thousand.' The other high numbers go just like this. For example: 75,000 *khunnaθâun ŋâdáun;* 150,000 *taθêin ŋâðâun*.

SECTION B—WORD STUDY

1. **Word Study** (Individual Study)

A. Verb Expressions

θwâjàzòu	Let's go.
cìjàzòu	Let's look.
θwâ cìjàzòu	Let's go look.
teccàzòu	Let's go up.
te? cìjàzòu	Let's go up and look.
shînjàzòu	Let's go down.
shîn cìjàzòu	Let's go down and look.

The last of more than one verb in an expression is the main verb. Verbs preceding the main verb are subordinate. It is often convenient to think of the translation as something like *θwâ cìjàzòu* 'having gone, let's look (at it)'; *te? cìjàzòu* 'having ascended, let's look (at it)'; *shîn cìjàzòu* 'having descended, let's look (at it)'.

B. pyándé

pyándé	returns
pyán θwâdé	goes back
pyán lâdé	comes back
pyán pyôdé	answers.

In these expressions you have the same kind of expression as in the preceding paragraph. Again it is convenient to think of the translation as something like

pyán θwâdé 'returning, or having returned, he goes or went'; ***pyán ládé*** 'returning, he comes'; ***pyán pyôdé*** 'returning, he speaks' that is 'returning (to the topic) he speaks.' Most often *pyándé* in this position is translated into English as 'back, again'.

C. pêidé

pêidé	gives
couʔ pêidé	sews for you
pyín chouʔ pêidé	fixes and sews it for you.

Verb expressions in which *pêidé* is the main verb are often best rendered in English by saying *something is done for somebody*. A literal translation may help to make this clear: *chouʔ pêidé* 'sewing, he gives', *pyín chouʔ pêidé* 'fixing, sewing, he gives'.

D. néidé (See Unit 7, *Word Study*)

néidé	remains, lives
lá néidé	is coming
θwâ néidé	is going
louʔ néidé	is doing

Verb expressions in which *néidé* is the main verb usually describe *action which is continuing*. Literally, *pyô néide* 'speaking, he remains' that is 'he remains in a condition of speaking'.

E. Noun Expressions

ʔawussháin	clothing store
thamînzáin	restaurant
ʔautthaʔ	lower floor
ʔapòdaʔ	upper floor
zêidê	interior of the market
ʔéindê	interior of the house

When one noun modifies another noun, the modifying noun comes first. Sometimes the main noun has *ʔa-* prefixed. This is the case with *ʔathaʔ* 'floor, storey' and *ʔathê* 'interior' and many others that you will meet from time to time. When these are used as the main noun in an expression they usually lose the *ʔa-* as above. When the speaker emphasizes that word in the expression you will hear expressions like *zêi ʔathê* and *ʔéin ʔathê* beside *zêidê* and *ʔéindê*. Except for emphasis they mean the same thing.

Most of these expressions have been analyzed at the first occurrence in the *Basic Sentences*. Go back through the preceding unit and see if you can find others.

2. Covering English and Burmese of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Burmese, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of the Basic Sentences
(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Burmese. Check up on anything you do not know until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

You have taken a room in a Burman's house and you want to see about getting things straightened up.

1. You ask where you can get a shave:
    a. *badú shabín hnyaʔ pêihnáinðalê*
    b. *badú mousssheiʔ yeiʔ pêihnáinðalê*
    c. *badú bâumbí chouʔ pêihnáinðalê*

2. The Burman says that you will have to call a barber:
    a. *dóubí khóyàlèimmé*
    b. *ʔacchouθθamâ khóyàlèimmé*
    c. *shabín hnyaθθamâ khóyàlèimmé*

3. You tell him your clothes are torn:
    a. *couʔ ʔawummyâ souʔ néidé*
    b. *couʔ chwêigán bâumbí souʔ néidé*
    c. *θù myethnaθouppawá souʔ néidé*

4. He says a tailor can fix them for you:
    a. *dóubí ʔawummyâgóu šó pêihnáimbádé*
    b. *ʔawummyâ dóubígóu pêihnáimbádé*
    c. *ʔacchouθθamâ ʔawummyâ pyín chouʔ pêihnáimbádé*

5. You tell him that you would like to buy some pants:
    a. *couʔ bâumbímyâ wéjíndé*
    b. *couʔ ʔêinjímyâ hnâjíndé*
    c. *couʔ ʔakhân cìjíndé*

6. He says that you can buy some in some of the stores in the market:
    a. *pyissî ʔamyôuzóun yàhnáimbádé*
    b. *zêidêgà ʔawusshnáimhmá wéhnáimbádé*
    c. *chéiʔeimmyâ wéhnáimbádé*

7. You ask him where the tailor is:
    a. *ʔacchouθθamâ béhmálê*
    b. *phanacchouθθamâ badúlê*
    c. *shabín hnyaθθamâ šìðalâ*

8. He tells you that the tailor is in the market:
   a. *phanacchouθθamâ macámacá díywágóu ládé*
   b. *ʔèinšín ʔéindêhmá néidé*
   c. *ʔacchouθθamâ zêidêhmá šìdé*

9. You tell him that now you would like to go and take a bath:
   a. *ʔakhù yéi θwâ chôujíndé*
   b. *ʔakhù yéi θwâ thaucchíndé*
   c. *ʔakhù thamîn θwâ sâjíndé*

10. He gives you a cake of soap and a couple of towels:
   a. *díhmá shappyá tadôunnè myethnaθouppawá*
   b. *díhmá shappyá tadôunnè myethnaθouppawá hnathé*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Burmese for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the preceding units, go back to the *Word Study* and give the correct Burmese for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Mr. Williams has a lot of dirty clothes and needs a haircut and a shave. He asks what to do about it.

Record 15B, after 1st spiral.

máun wílyán:	*hèi meisshwéijí máun bà wîn, máyèlâ, bé θwâmaldòulê*
máun bà wîn:	*mábayè, máun wílyán, khímbyâ mayèlâ*
máun wílyán:	*mábáyè, meisshwéijí máun bà wîn*
máun bà wîn:	*khímbyâ ʔakhù bé θwâmaldòulê*
máun wílyán:	*couʔ ʔawummyâ dóubí pêibòu dóubí sháiŋgóu laiʔ šá néidé* *khímbyâ θìðalâ*[1]
máun bà wîn:	*coullê mathìbû dí lâmhmá, dóubí sháin šìdéldu, couʔ thaŋéjìn pyôdé*[1]
máun wílyán:	*hóu sháin bènélê*
máun bà wîn:	*hóu sháin dóubí sháimbê*
máun wílyán:	*wîn cìjàzòu*

2. They go on talking.

Record 15B, after 2nd spiral.

máun wílyán:	*couʔ ʔawummyâ souʔ néidé ʔacchouθθamágóu khímbyâ θìðalâ*
máun bà wîn:	*θìbádé* *thú kâuŋgâun pyín chouʔ pêihnáimbádé*
máun wílyán:	*θù sháin béhmálê*
máun bà wîn:	*zêidêhmá šìbádé* *θwâjínðalâ*
máun wílyán:	*ʔakhù θwâjíndé* *shabínlê hnyacchíndé* *shabín hnyassháin θìðalâ*
máun bà wîn:	*zêidêhmá shabín hnyassháin šìbádé* *shabín hnyassháiŋgà shabín hnyaθθamâ* *kâuŋgâun hnyaʔ pêihnáimbádé*
máun wílyán:	*kâumbábí* *couʔ ʔakhù shabín θwâ hnyammé, khímbyâlê hnyacchínðalâ*
máun bà wîn:	*mahnyacchímbû, couʔ manèigà hnyatté*
máun wílyán:	*kâumbábí, coukkóu kənà sàun néibá*

---

[1] Repeated on the records.

SECTION E—CONVERSATION

1. Covering the Burmese in Basic Sentences

(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Burmese expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You have just rented a room and want to get cleaned up. You ask the landlord where you can find a barber-shop. He tells you that you will have to call a barber, that in country towns there aren't any barber-shops. You ask him if the barber will shave you too, and he tells you.

2. You discuss the problem of getting your clothes washed and repaired. You ask about the laundry situation, the location of a tailor, a shoe-maker, etc. You are told that you can find all these in the market.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Finder List

ʔaʔ	needle
ʔacchouθθamâ	tailor
ʔamyôuzóun	all kinds
ʔathê	interior
ʔawuʔ	garment
ʔawussháin	clothing store
bâumbí	pants, trousers
chéi	foot, leg
chéiʔeiʔ	sock

choutté	sews, sews up
chwêi	sweat
chwêigón bâumbí	underpants, shorts
chwêigán ʔêinjí	undershirt
cîdé	is big
côu	rope, cord, string
dajàun	for that reason
dóubí	launderer
ʔêðé	visitor, guest
ʔeiʔ	bag, sack
ʔêinjí	coat, jacket, shirt
ʔèinšín	landlord
hnatôun	two, cakes, lumps, blocks
hnyatté	cuts (as with scissors)
lúmyôu	nation, kind of people
macámacá	often
mousssheiʔ	beard
myethná	face
myethnaθouppawá	face towel
nyà	night
pêibòu	for the purpose of giving
phanaʔ	shoe
phanacchouθθamâ	shoemaker
phanaccôu	shoe laces
pyíndé	repairs, puts in order
pyissî	object, article, thing
shabín	hair of the head
shabín hnyasshéin	barber shop
shabín hnyaθθamâ	barber
shappyá	soap
soutté	is torn, rent
sôuyéindé	is concerned, worried
šódé	washes (clothes, hair)
tô	forest, jungle
tôywá	country village
θamâ	one skilled in some work
wédé	buys
yàdé	gets, obtains
yéiʔêi	cold water
yéinwêi	warm water
yeitté	reaps, mows, shaves
ywá	village
zêi	market, price

UNIT 9

LET'S EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Mr. Williams and Mr. Sein Nyun go to a restaurant, order a meal, and pay for it.

Record 16A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	máun wílyán
is hungry	*shádè*
I'm hungry.	*couˀ shádè*
is thirsty	*yèi ŋatté*
I'm thirsty.	*couˀ yèi ŋatté*
food and drink	*sâzayá θaussayá*
Can you get English meals in this village?	*dí ywáhmá ˀìŋgaleiˀ*[1] *sâzayá θaussayá yàhnáinðalâ*
	máun sèin nyùn
No, you can't.	*mayàhnáimbû*

---

[1] Omitted in first repetition.

big city	*myòujî*
only in big cities	*myòujîhmáðá*
You can get (them) only in big cities.	*myòujîhmáðá yàhnáindé*
	máun wílyán
just in a restaurant	*thamînzáimhmábê*
If that's the case, we'll have to eat in a Chinese restaurant.	*dílóu shóuyín, tayouʔ thamîn-záimhmábê sâyàmé*
which is good	*kâundè*
Do you know a good restaurant?	*kâundè thamînzáin θíðalâ*
	máun séin nyùn
road (street)	*lân*
which exists	*šídè*
best	*ʔakâunzôun*
the very best	*ʔakâunzôumbê*
The shop on the street on that side is the best.	*hóubeʔ lâmhmá šídè sháin ʔakâunzôumbê*
proprietor	*shàinšín*
oneself	*kóudáin*
just oneself (and no one else)	*kóudáimbê*
cooks	*chetté*
The proprietor himself does the cooking.	*shàinšín kóudáimbê chetté*
This shop is the restaurant.	*dí sháin thamînzáimbê*
Let's go in.	*wín θwâjàzòu*
what curries	*bá hîn bá hîmmyâ*
What curries do you have?	*bá hîn bá hîmmyâ šíðalê*

	shàinšín
complete assortment (everything included, an even number, a pair)	?asóun
all kinds of curries	hîmmyôuzóun
We have all kinds of curries.	hîmmyôuzóun šìbádé
	máun séin nyùn
bowl (cup, anything of similar shape)	khwe?
fries	códé
fried vegetables	hînðî hîn-ywecció
Give us a bowl of pork curry, a bowl of fried vegetables, a bowl of soup, and some rice.	weθθâhîn takhwe?, hînðî hîn-ywecció takhwe?, hînjóu takhwennè thamîmmyâ pêibá

Record 16B, beginning.

	shàinšín
hand (arm)	le?
Do you want to eat with your fingers (Burmese fashion)?	lennè sâjínðala
	máun séin nyùn
As for me, I'll eat with my fingers.	cou? ?atwe? lennè sâmé
spoon	zûn
fork	khayîn
As for my friend, give him a spoon and a fork.	cou? meisshwéi ?atwe?, zûnnè khayîn pêibá
He doesn't know how to eat with his fingers Burmese fashion.	θú bamálóu lennè masâdapphû
What is there to drink?	bámyâ θa pphòu šìðalê

	shàinšín
wine	*θabyiyyéi*
whiskey	*ʔayeʔ*
We have tea, coffee, beer, wine, whiskey.	*lapheyyéi, káphí, θabyiyyéi, ʔayeʔ šìdé*
	máun séin nyùn
first	*pathamà*
bottle	*palîn*
brings (takes)	*yúdé*
First bring two bottles of beer.	*pathamà bíyá hnapalîn yúgèbá*
	shàinšín
other (besides (this))	*dì pyín*
need (want, lack, desire)	*ʔalóu*
Is there anything else you want?	*dì pyín bámyâ ʔalóu šìðêiðalê*
	máun séin nyùn
one pack of cigarettes	*sîgareʔ tabû*
one box of matches	*mîjiʔ talôun*
Give us a pack of cigarettes and a box of matches.	*sîgareʔ tabû mîjiʔ talôun pêibá*
	shàinšín
right now	*ʔakhùbê*
I'll go and bring 'em right now.	*ʔakhùbê θwâ yú lágèmé*
one table	*sabwê takhù*
finishes	*pîdé*
I've fixed up a table for you.	*khímbyâdòu ʔatweʔ sabwê takhù pyín píbí*

	máun séin nyùn
one chair	*kalatháin talôun*
is needed (lacking, wanting)	*lóudé*
We're still short a chair.	*kalatháin talôun lóuðêidé*
dish (flat plate)	*pagámbyâ*
round bowl (cup)	*pagánlôun*
one of something flat	*tachaʔ*
bring (further)	*yú lábáʔôun*
Bring two plates and a cup.	*págámbyâ hnachannè pagánlôun talôun yú lábáʔôun*

Record 17A, beginning.

	shàinšín
knife	*dâ*
one of something long and slender	*tachâun*
Here's a fork, a knife, and a spoon for the American.	*díhmá ʔaméiyìkán lú ʔatweʔ, khayî tachâun, dâ tachâun, zûn tachâun*
	máun séin nyùn
washes with water	*shêidé*
water for washing the hands	*leʔ shêibòu yéi*
Where can I get some water to wash my hands?	*leʔ shêibòu yéi béhmálê*
I want to wash my hands.	*leʔ shêijíndé*
	shàinšín
Wash in this bowl.	*dí khwetthéhmá shêibá*
hand towel	*leθθouppawá*
Here's a hand-towel.	*díhmá leθθouppawá*
They finish their meal.	*thamîn sâ píbí*

máun séin nyùn

what is cooked (cooking)	*chettá*
because he eats	*sâlòu*
Your cooking is very good.	*khímbyà chettá sâlòu θeiʔ kâumbádé*
all	*ʔâlôun*
adds	*pâundé*
costs (comes to)	*càdé*
Altogether, how much does it cost?	*ʔâlôun pâun bélauʔ càðalê*
4 rupees, less a quarter	*lêijaʔ mattîn*
It costs 3 rupees, 12 annas.	*lêijaʔ mattîn càdé*
5 quarters (1 R. 4 annas)	*ŋâmaʔ*
One bottle of beer 1 R. 4 annas.	*bíyá tabalîn ŋamaʔ*
2-½ rupees	*hnacakkhwê*
Two bottles, 2-½ rupees.	*hnapalîn hnacakkhwê*
which was eaten	*thamîn sâdè*
For the food, 1 rupee.	*thamîn sâdè ʔatweʔ tajaʔ*
one quarter (4 annas)	*tamaʔ*
For the cigarettes and matches, 4 annas.	*sîgarennè mîjiʔ ʔatweʔ tamaʔ*
All together 3 r. 12.	*ʔalôun pâun lêijaʔ mattîn*

Record 17A, after spiral.

Burmese coins

1 pie	*tabáin*
1 pice	*tabyâ*
1 anna	*tabê*
2 annas	*tamû*
4 annas, ¼ rupee	*tamaʔ*
8 annas, ½ rupee	*ŋâmû*
1 rupee	*tajaʔ*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Listen to the Guide or the voice on the phonograph records say the following list of the money system as used in Burma. Repeat after him paying particular attention as before to the rise and fall of his voice.

Record 17B, beginning.

PRACTICE 1

tabyâ	1 pice, ¼ anna
hnapyâ	2 pice, ½ anna
tabê	1 anna
tamû	2 annas
shébyâ	2½ annas
θôumbê	3 annas
tama?	4 annas, ¼ rupee

Record 17B, after 1st spiral.

PRACTICE 2

ŋâbê	5 annas
θôummû	6 annas
khúnnapê	7 annas
ŋâmû	8 annas, ½ rupee
kôubê	9 annas
chaummû	10 annas
shè tabê	11 annas
θôumma?	12 annas, ¾ rupee

Record 17B, after 2nd spiral.

PRACTICE 3

θôumma? tabê	13 annas
taja? mûdîn	14 annas
taja? pêdîn	15 annas
taja?	16 annas, 1 rupee

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. Money

The Burmese money system like the system in India is based on the *rupee*. Sixteen *annas* make one *rupee*. Four *pice* make one *anna*. Three *pies* make one *pice*.

In normal times the rupees are worth about three for a dollar. If we say that the rupee is worth approximately thirty-two cents we get convenient figures for comparison, as follows: *taja?* 32 cents; *ŋâmû*, 16 cents; *tama?*, 8 cents; *tamû*, 4 cents; *tabê* 2 cents; *hnapyâ*, 1 cent; *tabyâ* ½ cent.

Don't be misled by logic into considering *ŋâmû* as five times as big as *tamû*. It is not. *ŋâmû* is 8 annas, and *tamû* is 2 annas. Similarly *chaummû* is 10 annas, not six times as big as *tamû*. There is an explanation for this. Before the Burmas began to use the Indian system of the rupee of sixteen units, they had a decimal system. At that time *ŋâmû* was one half of *taja?*. When they changed to the new system the old name was retained.

Notice the following groupings:

tabê	*tamû*	*tama?*	*taja? mûdîn*
θôumbê	*θôummû*	*θôumma?*	*taja? pêdîn*
ŋâbê	*ŋâmû*		*taja?*
khúnnapê	*chaummû*		
kôubê			
shé tabê			

For amounts over a rupee you have heard *ŋâma?*, that is, 5 quarters or 1 and a quarter. *tajakkhwê* 1½ rupees. *lêija? mattîn* 'four rupees less a quarter.' This is the same pattern as *taja? mûdîn* one rupee less 2 annas, or *taja? pêdîn* one rupee less one anna.

B. General Particles

In Unit 3 we discussed *final particles*. In Unit 5 we called your attention to *noun particles*. In Unit 7 we talked about *secondary particles*. We pointed out that particles never stand alone but are always part of larger expressions. There is another group of these syllables that never stand alone, and these we call *general particles* to distinguish them from the ones already discussed. Now let's look at some of the examples of general particles.

1. -phê, (-bê)

?akhùbê θwâ yú lágèmé	I'll go and bring them right now.
dí sháin thamînzáimbê	This shop is the (very) restaurant.
tayou? thamînzáimhmábê sâyàmé	We'll have to eat in a Chinese restaurant (and no place else).
dí thamînzáin ?akâumzôumbê	This restaurant is the very best.
sháinšín kóudáimbê chetté	The proprietor himself (and nobody else) does the cooking.
cou? yéi ?êibê chôumé	I'll bathe with cold water (and with nothing else.)

-phê (*-bê*) is a general particle and indicates that the noun expression to which it is attached is *emphasized*. There is no very good way in English to translate this particle. In the examples above some of the possible translations have been given.

2. -lê

coullê sayêi	I, too, am a clerk.
θúlê dí ?éimhmá néijíndé	He also wants to live in this house.

ʔawummyâlè šójíndè	I want my clothes washed, too.
mousšheillè yeithnáindè	He can also shave you.

-lè is a general particle and is translated as 'also' or 'too.'

3. *-mà*

bámà maloucchímbû	I don't want to do anything (lit. I don't want to do nothing).
ʔakhù bámà malouppbû	Now he doesn't do anything.
bégóumà maθwâbû	I'm not going anywhere.
bámà keissà mašìbû	There is no business.
tayaummà mašìbû	There isn't even one person.

-mà is a general particle and emphasizes the negation in a negative sentence. In English translation this particle, if translated, would result in a double negative such as 'I don't want to do nothing' or 'I'm not going nowhere.' In some cases, as in the last of the examples, it is possible to indicate the emphasis.

4. *-lóu*

dágóu bamâlóu bá khóðalè	What is that called in Burmese (Burma-fashion).
dílóu kâundè	This way it is good.
dílóu louppá	Do it this way.

-lóu is a general particle and indicates the manner in which something is or is to be done. It is possible often to translate it into English as 'fashion, manner, way.'

There are a few more of these general particles which you will meet in later lessons. We shall explain them as we come to them.

-phòu, -sayá

couʔ néibòu néiyá šá néidè	I am looking for a piace to live.
bamyâ θaupphòu šìðalê	What is there to drink?
bamyâ sâbòu θaupphòu šìðalê	What is there to eat and drink?
sâbòu zûn	spoon for eating
leʔ shêibòu yéi	water for washing the hands

-phòu is a particle that makes nouns out of verbs. It generally denotes *purpose*, *permission*, and can generally be translated by the English '*to*' or '*for*'. It is something like the ending *-able* in such words as English *eatable*, *livable*, etc.

dí ywáhmá ʔìŋgâleiʔ sâzayá θaussayá yàhnáinðalâ	Can you get English meals in this village?
θwâzayá šìdè	I have to go (lit. there exists the necessity of going).

θwâzayá kâundè	It is good to go (for going).

-sayá is another particle that makes nouns out of verbs. It generally denotes purpose, necessity and can generally be translated by 'to, for'. It serves much the same function as *-phòu*. The main difference is that nouns formed with *-phòu* serve more often as modifier in noun expressions.

2. Covering English and Burmese of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Burmese, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences.*

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Burmese. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say?

Read aloud each of the following and then pick out the expression you think most suitable:

1. You suggest to your friend that you go and have dinner in a Chinese restaurant:
    a. *kalâ thamînzáimhmábè θwâ θauccàzòu*
    b. *tayou? thamînzáimhmábè θwâ sâjàzòu*
    c. *tayou? thamînzáiŋgàbè yú ládè*

2. He says he knows a good restaurant:
    a. *kâundè thamînzáin θìdé*
    b. *hóube? lâmhmá šìdè sháin ?akâunzòumbè*
    c. *khîmbyà chettá sâlòu, θei? kâumbádé*

3. He says that this is the very restaurant:
    a. *myòujîhmáθá yàknáindé*
    b. *dí sháin tayou? thamînzáin*
    c. *dí sháin thamînzáimbè*

4. You suggest that you and he go in:
   a. *wín θwâjàzòu*
   b. *thweʔ θwâjàzòu*
   c. *wín lábá*

5. The proprietor asks what you would like to eat and drink:
   a. *lennè sâjínðalâ*
   b. *dì pyín bámyâ lóujínðalê*
   c. *bámyâ sâjín θaucchínðalê*

6. You ask him what there is to eat and drink:
   a. *thamîn hîmmyâ šìðalâ*
   b. *bámyâ sâbòu θaupphòu šìðalê*
   c. *hîmmyôuzóun yàhnáinðalâ*

7. He says he has all kinds of curries:
   a. *hîmmyôuzóun šìbádé*
   b. *thamîn hîmmyânè lapheyyéi káphí šìbádé*
   c. *lapheyyéi, káphí, θabyiyyéi, ʔayeʔ šìbádé*

8. You say you want to wash your hands:
   a. *couʔ shabîn hnyacchíndé*
   b. *θú yéi chôujírdé*
   c. *couttòu leʔ shêijíndé*

9. He says that the water for washing your hands is in that bowl:
   a. *hóu khwetthêhmá leʔ shêibóu yéi šìdé*
   b. *hóu sabwêhmá θwâ tháimbá*
   c. *yéi chôugân ʔauphmá šìdé*

10. You finish eating and he tells you that altogether it costs 4 rupees, 12 annas:
    a. *ʔâlôun pâun chauccakkhwê càdé*
    b. *ʔâlôun pâun ŋâjaʔ mattîn càdé*
    c. *ʔâlôun pâun khúnnacaʔ tamaʔ càdé*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answer in Burmese for each of the exercises in the preceding section. Then call for them, give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the preceding units, go back to the *Word Study* and give the correct Burmese for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by your Guide or phonograph record. Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Mr. Williams meets Mr. Sein Nyun on the street.

Unit 17B, after 3rd spiral.

máun wílyán: *meisshwéijî máun séin nyùn, khímbyâ ˀakhù bégà láðalê*

máun séin nyùn: *ˀaloukkà pyán ládé*
khímbyâ bé θwâmaldùlê

máun wílyán: *myòudêgóu khanà θwâmaldùbê*

máun séin nyùn: *bá keissàlê*

máun wílyán: *couˀ nênê shádé*
dájàun ˀéiŋgà thweˀ ládé
laimmalâ

máun séin nyùn: *bégóulê*

máun wílyán: *thamînzáiŋgóu*
kâundè thamînzáiŋgou θìðalâ

máun séin nyùn: *θìbádé*
zêidêhmá šìdè bamá thamînzáin ˀakâunzôumbê

máun wílyán: *khímbyâ θwâ sâbûðalâ*

máun séin nyùn: *couˀ macámacá θù sháimhmábê θwâ sâbádé*

máun wílyán: *hîmmyôuzóun yàhnáinðalâ*

máun séin nyùn: *hîmmyôuzóun yàhnáimbádé*

máun wílyán: *kâumbí, θwâ sâjàzòu*

2. They come to the restaurant.

Record 17B, after 4th spiral.

máun séin nyùn: *hóu sháin thamînzáimbê*

máun wílyán: *ˀathêgóu wínjàzòu*

shàinšín: *bámyâ sâjín θaucchínðalê*

máun séin nyùn: *bámyâ sâbòu θaupphòu šìðalê*

shàinšín: *thamîn hîmmyânè lapheyyéi káphí šìbádé*
θabyiyyéimyâlê yàhnáimbádé

máun séin nyùn: *kâumbábí*
ceθθâhîn hnakhweˀ, ˀamêðâhîn takhweˀ, hînjóu lapagánnè thamîn yúgèbá

shàinšín: *dì pyín bámyâ lóujínðalê*

máun séin nyùn: *θabyiyyéi tabalîn yúgèbá*
couttòu ʔatweʔ sabwê pyîn pîbalâ

shàinšîn: *pyîn pîbî*
hóu sabwêhmá θwâ tháimbá

máun séin nyùn: *couttòu leʔ shêijîndé*
leθθouppawánè shappyá šîðalâ

shàinšîn: *šîbádé*
hóu khwetthêhmá leʔ shêibòu yéilê šîbádé

máun séin nyùn: *khîmbyâ sâbòu zûnnè khayîn lóujînðalâ*

máun wîlyán: *malóujîmbû*
couʔ lennè sâmé

3. Mr. Williams gets ready to shave.

Record 17B, after 5th spiral.

máun wîlyán: *couʔ moussheiʔ yeicchîndé*
yéinwêi šîðalâ

ʔèinšîn: *mašîbû*
couʔ kóudâinlê yéiʔèinè moussheiʔ yeitté

máun wîlyán: *myethnaθouppawánè shappyá béhmálê*

ʔèinšîn: *yéichôugândèhmá,myethnaθouppawánè shappyá tadôun šîbádé*
khîmbyâ ʔawuʔ šójînðalâ

máun wîlyán: *chwêigán bâumbî chwêigán ʔèinjînè chéiʔeimmyâ šójîndé*

ʔèinšîn: *dîganèi nyà dóubîgóu pêihnáimbádé*

SECTION E—CONVERSATION

1. Covering the Burmese in Basic Sentences

(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Burmese expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You ask your friend where he's going. He says he is hungry and wants to eat. You ask him if he knows a good restaurant. He says he does, and suggests that the two of you go there to eat. You go in and talk to the proprietor about the choice of foods and drinks. You order, and finishing eating, pay the charge.

2. After dinner you and your friend decide to look for a room. You ask the proprietor of the restaurant if he knows of a place to live. He gives you some suggestions and you go off to look. You visit several places asking about rooms.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E with a review of parts 1 and 2 of the section if necessary.

Finder List

ʔakâunzôun	best
ʔakâunzôumbê	the very best
ʔalóu	want, lack, desire, need
ʔâlôun pâun	altogether
ʔasâ ʔaθauʔ	food and drink
ʔasóun	complete assortment, everything included, an even number, a pair
ʔayeʔ	whiskey
càdé	costs, comes to
chettá	cooking
chetté	cooks
códé	fries
dâ	knife
dì pyín	other, besides this
hîmmyôuzóun	all kinds of curries
hînðî hîn-yweccó	fried vegetables
hnacakkhwê	two rupees and a half; 2R.8
kalatháin talôun	one chair
kâundè	which is good
khayín	fork
khweʔ	cup, bowl, anything of similar shape
kóudáin	oneself
kóudáimbê	just oneself
lân	road, street
leʔ	hand, arm

lêija? mattîn	four rupees, less a quarter; 3R.12
lóudé	is lacking, wanting, needed
mîji? talôun	one box of matches
myòujî	big city
myòujîkmáðá	only in big cities
ŋâma?	five quarters; 1R.4
pagámbyâ	flat plate, dish
pagánlôun	round bowl, cup
palîn	bottle
pathamà	first
pîdé	finishes
pyìndé	fixes, arranges
sabwê takhù	one table
sâlòu	because he eats
shádé	is hungry
shàinšín	proprietor
shêidé	washes with water
sîgare? tabû	one pack of cigarettes
šìdè	which exists
tacha?	one of something flat
tachâun	one of something long and slender
tama?	one quarter; 4 annas
thamîn sâdè	which he eats
θabyiyyéi	wine
yéi ŋatté	is thirsty
yúdé	brings, takes
zûn	spoon

UNIT 10

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Mr. Thun Min and Mr. Henderson see the sights.

Record 18A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	máun thûn mîn
walks around	*šau? lédé*
Where do you want to go for a walk?	*bégóu šau? léjínðalê*
	Mr. Henderson
I want to walk around (in) the city and look [at the sights].	*dí myòudêgóu šau? lé cìjíndé*
	máun thûn mîn
first, (prior time)	*?ayín*
Where do you want to go first?	*bégóu ?ayín θwâjínðalê*

Mr. Henderson

Where ever you want to go (Go to the place to which . . .').	*khímbyâ θwâjíndè néiyágóu θwâbá*
I'll follow.	*laippàmé*

máun thûn mîn

pagoda	*phayâ*
Shwe Dagon Pagoda	*šwéi tagóun phayâ*
First let's go to the Shwe Dagon Pagoda.	*pathamà šwéi tagóun phayâgóu θwâjàzðu*

Mr. Henderson

is distant	*wêidé*
How far is it?	*bélauʔ wêiðalê*

máun thûn mîn

walks	*lân šautté*
mile	*máin*
about a mile	*tamáinlauʔ*
If you walk, you'll have to go about three or four miles.	*lân šauʔ θwâyín, θóun lêimáinlauʔ θwâyàdé*
street car	*dayyathâ*
ticket	*lephmaʔ*
one ticket	*lephmaʔ tasáun*
a market in Rangoon	*θéinjî zêi*
If you go by street car from the market to the pagoda, a ticket costs 2 pice.	*dayyathânè θwâyín, θéinjî zêigà phayâgóu lephmaʔ tasáun hnapyâ càdé*

Mr. Henderson

rickshaw	*lánchâ*
If you go by rickshaw, how much will it cost?	*lánchânè θwâyín, bélauʔ [illegible]*

	máun thûn mîn
It'll probably cost about 4 annas, I think.	*tamallauʔ càlèimmé, thîndé*
	Mr. Henderson
automobile	*mótókâ*
how about if you go	*θwâyíŋgô*
How about if you go by automobile?	*mótókânè θwâyíŋgô, bènélê*
	máun thûn mîn
half a rupee	*ŋâmû*
12 annas	*θôummaʔ*
It will probably come to about a half a rupee or twelve annas, (I think).	*ŋâmû θôummallauʔ càlèimmé, thîndé*

Record 18B, beginning.

A street car is already coming over there.	*hóuhmá dayyathâ lá néibí*
Let's get on.	*teccàzóu*
	Mr. Henderson
in front (of), (before)	*šèi*
brick building	*taiʔ*
What's that big brick building up ahead called?	*šèigà taiccî, bá taiccîlòu khóðalê*
	máun thûn mîn
Jubilee Hall	*júbalíhô*
building (for work of business), (booth, shed)	*yóun*
"the big Jubilee Hall Bldg."	*júbalíhô yóunjîlòu*
It's called "the big Jubilee Hall building."	*júbalíhô yóunjîlòu khódê*

Mr. Henderson

meaning	*ʔadeipbé*
I don't understand the meaning of the expression *júbalìhô*	*júbalìhô shóudá ʔadeipbé nâ malébú*

máun thûn mîn

explains	*pyô pyàdé*
We Burmans can't explain the meaning either.	*couttòu bamá lúmyôulê, ʔadeipbé bálê shóudá, pyô mapyàknáimbû*
It's really English, I think.	*ʔìŋgalei? zagâbê, thíndé*
Now we've arrived at the pagoda.	*ʔakhù phayâgóu yauppí*
Let's get off.	*shînjàzòu*

Mr. Henderson

upper part of a pagoda	*phayâbó*
Can we Americans go up to the upper part of the pagoda and look (at it).	*couttòu ʔaméiyìkán lúmyôu phayâbógóu teʔ cìhnáinðalâ*

máun thûn mîn

lower part	*ʔauʔ*
takes off	*chutté*
If you take off your shoes down below, you can go up and look.	*ʔaukkà phanaʔ chuʔ θwâyín, teʔ cìhnáimbádé*
upper part	*ʔapó*
wears (as shoes), rides	*sîdé*
You can't go up to the upper part wearing shoes.	*ʔapógóu phanaʔ sî teʔ maθwâhnáimbû*
anybody	*badúmashóu*
time	*ʔakhá*
time at which (he) goes	*θwâdè ʔakhá*

When anybody goes to the pagoda he has to take off his shoes (and go).	*badúmashóu phayâgóu θwâdè ʔakha, phanaʔ chuʔ θwâyàdé*
is complete	*sóundé*
so that it is complete	*sóunʔáun*
Now we've finished seeing the whole pagoda.	*ʔakhù phayâgóu sóunʔáun, cì pîbí*

Record 19A, beginning.

is near	*nîdé*
not very far	*manî mawêi*
animal	*tareisshán*
zoo	*tareisshán-yóun*
There's a zoo not very far from the pagoda.	*phayânè manî mawêihmá tareisshán-yóun šìdé*

Mr. Henderson

If we ride in a rickshaw, how much will it cost?	*lánchânè sî θwâyín, bélauʔ pêiyàmalê*

máun thûn mîn

It'll probably cost 3 annas.	*θôumbê pêiyàlèimmé*

Mr. Henderson

two rickshaws	*lánchâ hnasî*
There come two rickshaws.	*hóuhmá lánchâ hnasî lá néibí*
call	*khólaippá*
Call one.	*tazî khólaippá*
entrance fee	*wíŋgà*
How much is the admission (to the zoo)?	*yóun wíŋgà bélaullê*

	máun thûn mîn
adult ('big person')	*lújî*
child ('little')	*khalêi*
2 annas for an adult, 1 anna for a child.	*lújî tamû, khalêi tabê*
Let's go inside and look.	*ʔathêgóu wín cìjàẓóu*
	Mr. Henderson
this animal (emphatic)	*dí tareisshánhá*
What's *this* animal called?	*dí tareisshánhá bá khóðalê*
	máun thûn mîn
leopard (cheetah)	*caθi?*
It's called a "leopard".	*caθillòu khódé*
	Mr. Henderson
elephant	*shín*
Where's the elephant building?	*shín-youn béhmálê*
	máun thûn mîn
That building up ahead is the elephant building.	*hóu šèigà yóunhá, shín-yóumbê*
	Mr. Henderson
how many (of animals)	*bé hnakáun*
How many elephants are there?	*shín bé hnakáun šìðalê*
	máun thûn mîn
little elephant	*shíŋgalêi*
There are three big elephants and two little ones.	*shínjî θôuŋgáun shíŋgalêi hnakáun šìdé*

	Mr. Henderson
tiger	*câ*
how about the tiger building	*câyóuŋgô*
How about the tiger building, where is it?	*câyóuŋgô, béhmálê*
	máun thûn mîn
behind	*nauʔ*
That building in back is the tiger building.	*hóu naukkà yóun câyóumbê*
	Mr. Henderson
snake	*mwéi*
monkey	*myauʔ*
Are there snakes and monkeys?	*mwéinè myauʔ šìðalâ*
	máun thûn mîn
circumstance (cause, fact)	*ʔacâun*
about (the circumstance of)	*ʔacâundò*
Don't talk about snakes.	*mwéi ʔacâundò mapyôbánè*
is plentiful	*pôdé*
Snakes are very plentiful in Burma.	*bamá pyéihmá mwéi θeiʔ pôdé*
Record 19B, beginning.	
You should be very nervous about snakes.	*mwéi ʔatweʔ θeiʔ sôuyéinyàdè*
any time	*bé ʔakhámashóu*
attention (presence of mind)	*θadì*
is careful	*θadì thâdé*
(At any time) Whenever you come or go, you have to go carefully.	*bè ʔakhámashóu θwâdè ládè ʔakhá θadì thâ θwâyàdé*

Record 19B, after 1st spiral.

Days of the week:

Sunday	*tanîŋganwéinèi*
Monday	*tanînlánèi*
Tuesday	*ʔíŋgánèi*
Wednesday	*boutdahûnèi*
Thursday	*cáðabadêinèi*
Friday	*θauccánèi*
Saturday	*sanéinèi*

Before you go through the *Basic Sentences* a second time, study the following:

2. Pronunciation Practice

Practice saying the days of the week with special attention to the rise and fall of the voice. Say them over until you can recite them without reference to the list.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. Verb expression modifiers

1. Verbs which modify nouns often follow the noun.

myòu 'city' *cîdé* 'is big' : *myòujî* 'big city'
taiʔ 'brick building' : *taiccî* 'big brick building'
lú 'person' : *lújî* 'big person, adult'
yóun 'office building' : *yóunjî* 'big office building'
shín 'elephant' : *shínjî* 'big elephant'
pagán 'dish' *pyâdé* 'is flat' : *pagámbyâ* 'flat dish, platter'
lôundé 'is round' : *pagánlôun* 'round dish, bowl'

Sometimes the meaning of such expressions is not clear from the parts. For example, *meisshwéijî* is 'good friend' not 'big friend.' *sayêijî* is 'head or chief clerk' not 'big clerk.' In some expressions two translations are possible as in the case of *pyéijî* which is either 'big country' or 'China' (*tayouʔ pyéi*).

2. Verb expressions are often made into noun expressions by means of a particle *-tè* which replaces the final verb particle. The verb expression then precedes the noun expression it modifies.

néiyágóu 'to a place' *θwâjíndé* 'he wants to go' : *θwâjíndè néiyágóu* 'the place to which he wants to go'
θwâdè ʔakhá 'time at which he goes, i.e. when he goes'
θwâdè ládé ʔakhá 'when one comes or goes'
kâundè thamînzáin 'a good restaurant'

lâmhmá šìdè sháin 'a shop on the street'
thamîn sâdè ʔatweʔ 'for the food, i.e. on account of having eaten'

The types of modification described in the foregoing paragraphs are both quite common. *lú kâundé* 'the person is good', *lúgâun* 'good person', *kâundè lú* 'good person, or, person who is good'. The latter type is used where the modifying verb is itself modified: *lú θeiʔ kâundé* 'the person is very good' *θeiʔ kâundè lú* 'a very good person, or, a person who is very good.'

Notice that *ʔatweʔ*, which we translate as 'account, behalf, because', is a noun, and can be modified as shown above: *thamîn sâdè ʔatweʔ* 'for the food.'

The type of modifier in paragraph 2 can usually be translated by a 'which is . . ., who is . . .' construction in English: 'a restaurant which is good, etc.'

B. *myâdé*

bámyâ	what (indefinite)
bá hîm bá hîmmyâ	what curries
ʔawummyâ	clothes
chéiʔeimmyâ	socks
ʔawussháimmyâ	clothing stores

As a full verb *myâdé* is usually translated as 'is much, is many.' When it is used as a modifier of a noun it is translated either as a sign of the plural or as a sign of indefiniteness or vagueness. As you remember from Unit 2, Burmans very often make no distinction between singular or plural. *ʔakhân kâundé* may be translated either as 'the room is good' or 'the rooms are good.' On the other hand *ʔawussháimmyâ* may be translated either as 'clothing stores' or 'some clothing store or other.'

C. *More general particles*

1. *-lòu*

caθilllòu, khódé	It is called 'leopard'
júbalìhô yóunjîllòu khódé	It is called 'Jubilee Hall.'
šèigà taiccî, bá taiccîllòu khóðalê	What's that big brick building up ahead called.
dí lâmhmá, dóubí sháin šìdélòu, couʔ θaŋéjîn pyôdé	My friend said that there was a laundry on this street.

The general particle *-lòu* marks what precedes as a quotation of another's speech.

bé θwâmalòulê	Where are you going?
ʔéiŋgóu θwâmalòu	I'm going home.

If no verb expression follows, this particle often marks what precedes as intended.

2. *-kô, (-gô)*

câyóungô, béhmá lê	How about the tiger building, where is it?
mótókânè θwâyíŋgô, bènélê	How about if you go by automobile?
khímbyâgô	How about you?

The general particle *-kô, (-gô)* is translated, as 'what of, how about', and so on. It appears only in questions.

2. Covering English and Burmese of Word Study

(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Burmese and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences

(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Burmese. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. You ask a friend whether he wants to see the sights:
   a. *bégóu ˀayín θwâjínðalê*
   b. *lân šauˀ θwâjínðalâ*
   c. *dí myòudêgóu šauˀ lé cìjínðalâ*

2. He suggests going to the Pagoda first:
   a. *pathamà θéinjî zêigóu θwâjàzòu*
   b. *pathamà phayâgóu θwâjàzòu*
   c. *pathamà tareisshán-yóun θwâjàzòu*

3. He asks how far it is:
   a. *bélauˀ wêiðalê*

b. *bélau? cîðalê*
c. *bélau? càmalê*

4. You say there is a pagoda not far from the zoo:
a. *phayânè manîmawêihmá tareisshán-yóun šìdé*
b. *tareisshánnè manîmawêihmá phayâ šìdé*
c. *θéinjîzêigà phayâgóu lephma? tasáun hnapyâ càdé*

5. You tell him that you think it will probably cost 4 annas to go by rickshaw:
a. *lânchânè θwâyín, tamallau? càlèimmé, thíndé*
b. *dayyathânè θwâyín, hnapyâ càlèimmé, thíndé*
c. *mótókânè θwâyín, ŋâmû càlèimmé, thíndé*

6. He asks what the admission fee is:
a. *?athêgóu wín cìjàzòu*
b. *yóun wiŋgà bélaullê*
c. *câ yóuŋgô, béhmalê*

7. You tell him 2 annas for adults, 1 anna for children:
a. *lújî tamû, khalêi tabê*
b. *mêimmà tama?, yauccâ ŋâmû*
c. *lephma? tazáun hnapyâ*

8. He asks the name of an animal he sees:
a. *šéigà taiccî, bá taiccîlòu khóðalê*
b. *dàgóu bamálóu bá khóðalê*
c. *dí tareisshánhá, bá khóðalê*

9. You tell him that it is called a tiger:
a. *hóu naukkà yóun câyóumbê*
b. *júbalíhô yóunjîlòu khódé*
c. *câlòu khódé*

10. He suggests that you call a rickshaw:
a. *lánchâ hnasî khólaippá*
b. *lánchâ tazî khólaippá*
c. *lánchâ tazî lá néibí*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Burmese for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the preceding units, go back to the *Word Study* and give the correct Burmese for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Mr. Thun Min and Mr. Henderson go to the zoo.

Record 19B, after 2nd spiral.

máun thûn mîn: *díganðèi bégóu θwâjínðalê*

ʔû hándasín: *tareisshán-yóuŋgó thwâjíndé*
dí myòuhmá tareisshán-yóun šìðalâ

máun thûn mîn: *šìbádé*
khímbyâ counnè ʔatúdú θwâ cíjínðalâ

ʔû hándasín: *dígà bélauʔ wêiðalê*

máun thûn mîn: *nênê wêidé*
lân sauʔ θwâyín, tanáyí hnanáyílauʔ
θwâyàdé

ʔû hándasín: *lánchânè sî θwâhnáinðalâ*

máun thûn mîn: *θwâhnáimbádé*
khímbyâ lánchâ sîbûðalâ

ʔû hándasín: *couʔ lánchâ masîbûbû*
lánchânèbê θwâjàzòu
hóuhmá lánchâ khólaippá

máun thûn mîn: *kei, lánchâ, dígóu lábá*

lánchâðamâ: *khímbyâdòu bégóu θwâjínðalê*

máun thûn mîn: *tareisshán-yóuŋgóu θwâjíndé*
bélauʔ pêiyàmalê

lánchâðamâ: *θôummaʔ*

máun thûn mîn: *ʔu hándasin, teʔ tháimbá*
ʔû hándasin: *khímbyâgô . . .*
máun thûn mîn: *coullê tháimmé*
ʔû hándasin: *hnêihnêi θwâbá*
couʔ myðugóu cìjindê
lánchâðamâ: *kâumbábí*
ʔû hándasin: *hóu šèigà phayâ, bá phayâlê*
šwéi tagóun phayâlâ
máun thûn mîn: *houppádé*
šwéi tagóun phayâbábê
phayâbógóu teʔ cìjinðalâ
ʔû hándasin: *ʔakhù teʔ macìjinðêibû*
tareisshán-yóuŋgóu ʔayín θwâ cìjindé
lánchâðamâ: *tareisshán-yóuŋgóu tèdè θwâyàmalâ*
máun thûn mîn: *tédé θwâbá*
ʔû hándasin: *mayauθθêibûlâ*
lánchâðamâ: *ʔakhù tareisshán-yóun yauppí*
shîmbá

ʔu hándasin: *dihmá tajaʔ*
tamaʔ ʔatweʔ keissà mašìbû
lánchâðamâ: *ʔamyâjì cêizû tímbádé, khímbyá*

2. Mr. Williams looks for a movie.

Record 19B, after 3rd spiral.

máun wilyán: *youššímbwê béhmálê*
máun θin: *θéinjî zêinè manîmawéihmá šìdê*
máun wilyán: *dayyathânè θwâhnáinðalâ*
máun θin: *θwâhnáindé*
máun wilyán: *lephmaʔ tazáun bélaullê*
máun θin: *hnapyâ*
máun wilyán: *youššímbwê wíŋgà bélaullê*
máun θin: *lújî ŋâmû, khalêi tamaʔ*
mótókâ θeiʔ myâdé
θadì thâ θwá[illegible]

SECTION E—CONVERSATION

1. Covering the Burmese in Basic Sentences
(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Burmese expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* of the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. Let one of the group pretend to be a Burman. Ask him about seeing the sights. Have him suggest places to go.
2. You go to a pagoda. You want to go in and Burman reminds you that you have to take off your shoes before you go up.
3. You take a ride on various conveyances. You discuss the prices of the rides and the distances.
4. You go to a zoo and talk about the various animals you see.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Finder List

?acâun	circumstance, cause, fact
?acâundò	about (the circumstance, etc.)
?adeipbé	meaning
?akhá	time
?apó	upper part
?au?	lower part
?ayín	first, prior time
badúmashóu	anybody
bé ?akhámashóu	any time
bé hnakáun	how many (of animals)
câ	tiger
caθi?	leopard, cheetah
chutté	takes off, doffs
dayyathâ	street car, trolley
júbalíhô	Jubilee Hall
júbalíhô yóunjîlòu	"the big Jubilee Hall building"
khalêi	child, youngster; (little)
khólaippá	call.
lánchâ	rickshaw
lánchâ hnasî	two rickshaws
lân šautté	walks, goes on foot
lephma?	ticket
lephma? tasáun (*tazáun*)	one ticket

lúʤî	adult (big person)
máin	mile
manîmawêi	not very far
mótókâ	automobile
mwéi	snake
myauʔ	monkey
naukkà	behind, from behind
nîdé	is near
ŋâmû	half a rupee; 8 annas
phayâ	pagoda
phayâbó	upper part of the pagoda
pôdé	are plentiful
pyô pyàdé	explains
mapyôbánè	don't speak, talk
shín	elephant
shíŋgalêi	little elephant
sîdé	wears, rides
sóunʔáun	so that it is complete
sóundé	is complete
šauʔ lédé	walks around
šèi	before, in front of
šwéi tagóun phayâ	Shwe Dagon Pagoda
taiʔ	brick building
tamáinlauʔ	about a mile
tamû	2 annas
tareisshán	animal
tareisshán-yóun	zoo
θadì	presence of mind, attention
θadì thâdé	is careful
θêinjî zêi	name of a market in Rangoon
θwâdè ʔakhá	when he goes
θwâyíŋgô	how about if you go
wêidé	is distant
wíŋgà	entrance fee
yóun	booth, shed, building for work or business.

UNIT 11

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Mr Williams buys a present for his girl.

Record 20A, beginning.

ENGLISH EQUIVALENTS	AIDS TO LISTENING
	máun θìn
this (emphatic)	*dìhá*
This is the Thein Ji market.	*dìhá θéinjìzêibê*
What do you want to buy?	*bámyâ wéjìnðalê*
	máun wìlyán
right (for sure)	*ʔahmán*
I can't say yet for sure.	*ʔahmán mapyôhnáinðêibû*
sweetheart	*yìzâ*
gift	*lessháun*
I want to buy some things to give my girl as a present.	*couʔ yìzâ ʔatweʔ lessháun pêibðu pyissìmyâ wéjìndé*
What's that called?	*hóuhá bá khóðalê*

	máun θín
skirt (worn by both men and women in Burma)	*lóunjí*
In Burmese that's called a "*lóunjí*."	*hóuhá bamálóu lóunjíldu khódê*
Burmese people	*bamá lúmyôuddu*
The Burmans always wear 'em.	*bamá lúmyôuddu ʔamyê wuttê*
	máun wílyán
sleeps	*ʔeitté*
wears (dresses)	*wutté*
They'd be very good to wear at night when you sleep.	*nyà ʔeittè ʔakhá lóunjígóu wuʔ ʔeiyyín, θeiʔ kâunlèimmé*
	máun θín
disposition (nature)	*θabô*
is of the opinion	*θabô yàdé*
I agree completely (I too am of the same opinion).	*coullê dílóubê θabô yàdé*
	máun wílyán
silk	*pôu*
genuine	*ʔasiʔ*
six (of garments)	*chautihé*
I want to buy six real silk *lounjis*.	*pôu ʔasiʔ lóunjí chautthé wéjíndé*
Do you know all about silk?	*khímbyâ kóudáin pôu ʔacâuŋgóu kâuŋgâun nâ lédalâ*
	máun θín
I know a little about it.	*nênê nâ lédé*
color (appearance, form)	*ʔashín*
approves (likes)	*θabô càdé*
Do you like this color?	*dí ʔashín θabô càðalâ*

máun wílyán

is red	*nídé*
This color's a little too red.	*di ?ashín nênê nídé*
color (brightness)	*?ayáun*
red	*?aní*
My girl doesn't like red (colors).	*cou? yîzâ ?aní ?ayáummyâ macaipphû*

Record 20B, beginning.

máun θín

blue	*?apyá*
stripe	*?asîn*
white	*?aphyú*
Those blue and white stripes, how about them?	*hóu ?apyá ?asînnè ?aphyú ?asîn bènélê*

máun wílyán

exceeds	*póudé*
is pretty (good to look at)	*cìlòu kâundé*
When my girl wears that color it'll be better looking, I think.	*hóu ?ashín cou? yîzâ wuyyín, póu cìlòu kâunlèimmé, thíndé*
I want to buy six in all kinds of colors.	*?ayáun ?amyôuzóun chaulthé wéjíndé*
The proprietor'll probably be here right away.	*shàinšín ?akhùbê lábálèimmé*
asks	*mêidé*
When he comes, we can ask him.	*θú láyín, θùgóu mêihnáindé*
one kind each	*tamyôuzí*
I want to buy six of 'em, one of each kind.	*?ayáun ?amyôuzóun tamyôuzí tamyôuzí chaulthé wéjíndé*

	máun wílyán
only one kind	*tamyôudê*
I don't want only one kind.	*ʔayáun tamyôudê malóujímbû*
	máun θín
Here's the proprietor.	*shàinšín lábí*
Her name is Mrs. Kin Pu.	*θù námé dó kín pù*
	dó kín pù
sir (woman speaking)	*šín*
What can I do for you, gentlemen? (What are your needs?)	*šíndòu, bámyâ ʔalóu šìbáðalê*
	máun wílyán
I want to buy six silk *lounjis* to give to my girl as a present.	*couʔ yîzâgóu lessháun péibòu pôu lóunjí chautthé wéjíndé*
	dó kín pù
I (woman speaking)	*cúmmà*
I have a complete assortment of patterns in my shop.	*cúmmà sháimñmá ʔashín ʔamyôuzóun šìbádé*
yellow	*ʔawá*
green	*ʔasêin*
brown	*ʔanyóu*
black	*ʔaneʔ*
finds (meets)	*twèidé*
Did you find any patterns you liked among these?	*dí ʔathêhmá caittè ʔashímmyâ twèiðalâ*
If you didn't, I can get patterns from another shop too and show them.	*matwèiyín, cúmmà dì pyín sháiŋgà ʔashímmyâgóulê yú pyàhnáimbádé*

	máun wílyán
You won't need to (get them and show them).	*vú pyàbòu malóubábû*
Record 21A, beginning.	
selects	*ywêidé*
I'll just choose some patterns from (among) these and take 'em.	*dí ?athègà ?ashímmyâgóubê cou? ywêi yúbámé*
I like these six very much.	*dí chautthégóu θei? θabô càdé*
sells	*yâundé*
How much does one sell for?	*tathé bélau? yâunðalê*
	dó kín pù
They sell for 7R. 8 apiece.	*tathé khúnnacakkhwê yâundé*
	máun wílyán
price	*?aphôu*
The price is a little high.	*?aphôu nênê cídé*
	dó kín pù
You can get cheap *lounjis* too.	*?aphôu nêdè lóunjímyâlê yàhnáimbádé*
	máun wílyán
Don't bother.	*néibázéi*
doesn't want to make much	*mamyâzéijímbû*
I don't want to make a lot of work for you about this.	*dí ?atwe? khímbyâgóu ?alou? mamyâzéijímbû*
reckons (figures)	*twetté*
reckon up	*twellaippá*
Just figure up (the price) of these (ones).	*dí ?athémyâgóuðá pâun twellaippá*
What do they come to	*bélau? càðalê*

	dó kín pù
They come to forty-five rupees.	*lêizè ŋâja? càdé*
	máun wílyán
money (silver)	*ŋwéi*
paper	*sekkú*
hundred rupee note	*ŋwéi tayádán sekkú*
pays change	*?ândé*
Can you change a hundred rupee note?	*ŋwéi tayádán sekkú ?ânhnáinðalê*
	dó kín pù
Yes I can change it.	*?ânhnáimbádé*
Here's the fifty-five rupees.	*díhmá ŋâzè ŋâja?*
Any time you come to the market come into my shop.	*bé ?akhámashóu zêigóu ládè ?akhá, cúmmà sháiŋgóu wín lábá*
	máun wílyán
Very well, ma'am; we'll be back again.	*kâumbábí, khímbyá, couttòu pyán?ôummé*

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

Record 21A, after 1st spiral.

PRACTICE 1

tayau?	one person
tayou?	Chinese
tayou? tayau?	one Chinese

There are two things to listen for here: the sound of the vowels as in the first syllable, and the difference between *-ou-* and *-au-*

Record 21A, after 2nd spiral.

PRACTICE 2

tayou?	Chinese
cou?	I
choutte	sews

Listen to the difference in the first sounds of these words and try to make yours sound the same.

Record 21A, after 3rd spiral.

PRACTICE 3

tayauʔ	one person
chauʔ	six
chautthé	six garments

These are like the forms in Practice 2 except for the vowel. Listen and imitate.

Record 21A, after 4th spiral.

PRACTICE 4

yâun	sell
yôun	building

Again listen for the difference in the vowel sounds.

Record 21A, after 5th spiral.

PRACTICE 5

ʔapyá	blue
ʔaphyú	white

In this practice you can hear the difference in the sounds written *-py-* and *-phy-*. Notice the very strong breath of air in *-phy-*, and its absence in *-py-*.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. Counting

A descriptive word always accompanies a numeral in Burmese when things are counted. We call this descriptive word a *classifier*. We do something like this in English when we speak of 'two head of cattle', 'a pack of cigarettes', 'three cakes of soap', and so on. Classifiers fall into three groups.

1. Words like *hniʔ* 'year', *là* 'month', *náyí* 'hour' *maniʔ* 'minute'.

shè θôunhniʔ	13 years
lêilà	4 months
hnanáyí	2 hours, two o'clock.
θôummaniʔ	3 minutes.

2. Some nouns are repeated after the numeral.

ʔéin taʔéin	'1 house'
shêileiʔ taleiʔ	'1 cigar'

ywá taywá	'1 village'
myòu tamyòu	'1 city'
ʔakhân lêigân	'4 rooms'

3. Most nouns have special classifiers. These are often descriptive in some way.

lú tayauʔ	'1 person'
mêimmà hnayauʔ	'2 women'
yauccâ θôun-yauʔ	'3 men'
shín lêigáun	'4 elephants'
câ ŋâgáun	'5 tigers'
caθiʔ chaukkáun	'6 leopards'
sabwê takhù	'1 table'

Besides these three commonest classifiers: *-yauʔ* 'human being', *-káun* 'animal', *-khù* 'unit', you have met the following:

-chaʔ 'flat things'	*pagámbyâ hnachaʔ* '2 plates'
-châun 'long, slender things'	*dâ tachâun* '1 knife'
-lôun 'spherical or cubical'	*pagánlôun talôun* '1 bowl'
kalatháin talôun '1 chair'	*mîjiʔ talôun* '1 box of matches'
-sáun 'writings'	*lephmaʔ tasáun* '1 ticket'
-sî 'things ridden'	*lánchâ hnasî* '2 rickshaws'
-thé 'articles of clothing'	*lóunjí chautthé* '6 lounjis'

Some nouns, measures and the like, also appear as classifiers.

bíyá hnapalîn	'2 bottles of beer'
sîgareʔ tabû	'1 pack of cigarettes'
zagâ lêimyôu	'4 (kinds of) languages'

Even tens, hundreds, and so on, are not followed by a classifier.

shín lêizé	'40 elephants'
ʔéin tayá	'100 houses'
siθθâ θôun-yá	'300 soldiers'
maniʔ hnashé	'20 minutes'

tashé '10' is used both with and without a classifier.

lú tashé	'10 men'
lú shéyauʔ	'10 men'

You will often hear different classifiers used with the same noun.

shín hnakáun, shín hnasî	'2 elephants'
ʔéin taʔéin, ʔéin talôun, ʔéin takhù	'1 house'
lephmaʔ tasáun, lephmaʔ takhù	'1 ticket'

khù is often substituted for classifiers other than *-yauʔ* or *-káun*. The thing for you to do is to repeat what you hear, and always to use a classifier in counting. Examples of others will come in later units.

-thê, (*-dê*)

tayautthê mwêidé	I was born an only child.
tayautthê néidé	He lives by himself (alone).
tamyôudê malóujímbû	I don't want only one kind.

-thê added to a numeral and classifier is restrictive and is usually translated 'only, alone'.

sí, (*-zí*)

tamyôuzí tamyôuzí	one of each kind
tayaussí tayaussí	each one (person)

-sí added to a numeral and classifier is distributive and is usually translated 'each'.

B. -há General particle

díhá θéinjî zêibê	This is the Theinji Market.
hóuhá bá khóðalê	What's that called?
houhá bamálóu lóunjílòu khódé	In Burmese that's called a *lóunjí*.
hóu šèigà yóunhá	That building up ahead.

-há marks the noun expression to which it is attached as emphasized.

C. -θá General particle

myòujîhmáðá yàhnaindé	You can get it only in big cities.
lújîmyâðá wín θwâhnáindé	Only adults can go in.
dí ʔathémyâgóuða páun twellaippá	Just figure up (the price) of these (ones).

-θá marks the noun expression to which it is attached as restricted. It is translated usually as 'only', or 'just'.

D. Nouns from verbs

ʔalouʔ 'work'	*loutté* 'works'
ʔawuʔ 'clothes'	*wutté* 'puts on (clothes)'
ʔalóu 'need'	*lóudé* 'needs'
ʔamyâ 'many, much'	*myâdé* 'is many'
ʔasâ ʔaθauʔ 'food and drink'	*sâdé, θautté* 'eats, drinks'
ʔasóun 'complete assortment'	*sóundé* 'is complete'
ʔaní 'red'	*nídé* 'is red'
ʔapyá 'blue'	*pyádé* 'is blue'
ʔaphyú 'white'	*phyúdé* 'is white'
ʔawá 'yellow'	*wádé* 'is yellow'
ʔasêin 'green'	*sêindé* 'is green'
ʔanyóu 'brown'	*nyóudé* 'is brown'
ʔaneʔ 'black'	*netté* 'is black'

Nouns are made from verbs by means of a prefixed *ʔa-*. Such nouns are then used just like other nouns. *ʔaloukkóu θwâdé* 'he went to work', *ʔawusshâin* 'clothing store', *ʔalóu mašìbû* 'I don't need anything', *ʔamyâjî cêizû tímbádé* 'thanks a lot'.

As you see the words for colors are both nouns and verbs. *nídé* 'it is red', *ʔaní ʔayáummyâ macaipphû* 'he doesn't like red colors', *ʔapyá ʔasîn* 'blue stripe' etc.

ʔasâ ʔaθauʔ is translated 'food and drink' or 'meals'.

There is also a word *ʔasá* which means food. Don't confuse the tones.

2. Covering English and Burmese of Word Study
(Individual Study)

Check yourself on your knowledge of the *Word Study* by covering, first the English, then the Burmese, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (*Cont.*)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences
(Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Burmese. Check up on anything you do not know, until you are sure of everything.

3. What Would You Say? (Individual Study)

Read aloud each of the following and then pick out the expression you think most suitable:

1. A friend asks you what you want to buy:
   a. *hóuhá bá khóðalê*
   b. *bámyâ wéjínðalê*
   c. *bamyâ ʔalóu šiðêiðalê*

2. You tell him you can't say yet for sure:
   a. *ʔahmán mapyôhnáinðêibû*
   b. *yú pyàbòu malóubábû*
   c. *ʔalouʔ mamyâzéijímbû*

3. You say you want to buy some things to give your mother:
   a. *couʔ yìzâ ʔatweʔ lessháun pêibòu pyissîmyâ wéjíndé*
   b. *couʔ ʔaméi ʔatweʔ lessháun pêibòu pyissîmyâ wéjíndé*
   c. *couʔ ʔaméi ʔatweʔ lessháun pêibòu lóunjí chautthé wéjíndé*

4. He asks if you know about silk:
   a. *ŋwéi tayadán sekkú ʔânhnáinðalê*
   b. *tathé bélauʔ yâunðalê*
   c. *pôu ʔacâungóu kâuŋgâun nâ léðalâ*

5. You say you know a little about it:

   a. *kâungâun nâ lédé*
   b. *nênê nâ lédé*
   c. *ʔânhnáimbádé*

6. He asks whether you like this color:

   a. *dí ʔashín θabô càðalâ*
   b. *dí ʔasîn θabô càðalâ*
   c. *dílóu θabô yàðalâ*

7. You say you like it very much:

   a. *dílóubê θabô yàdé*
   b. *dí ʔashín θeiʔ θabô càdé*
   c. *dí chautthégóu θeiʔ θabô càdé*

8. You say your mother doesn't like red:

   a. *couʔ ʔaméi ʔaní ʔayáummyâ macaipphû*
   b. *couʔ yîzâ ʔawá ʔayáummyâ mawupphû*
   c. *couʔ ʔamà ʔapyá ʔayáummyâ mawébû*

9. You tell the proprietor you want to buy six, one of each kind:

   a. *ʔayáun ʔamyôuzóun chautthé wéjíndé*
   b. *ʔayáun ʔamyôuzóun tamyôuzí tamyôuzí ŋâdé wéjíndé*
   c. *ʔayáun ʔamyôuzóun tamyôuzí tamyôuzí chautthé wéjíndé*

10. The proprietor tells you it will cost forty-five rupees:

   a. *ŋâzè ŋâjaʔ càdé*
   b. *lêizè ŋâjaʔ càdé*
   c. *θôunzè ŋâjaʔ càdé*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Burmese for each of the exercises in the preceding section. Then give the English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up.

As you have done in the preceding units, go back to the *Word Study* and give the correct Burmese for each English expression, without having to read it from the book. The Group Leader or one of the members of the group should read the English.

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record.

Repeat the Burmese immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Mr. Henderson buys some *lounjis.*

Record 21B, beginning.

máun hándasín: *couʔ ʔaméigóu lessháun pêibòu lóunjí lêidé wéjíndé*

dó kín pù: *kâumbábí, šín*
dí ʔashín bènélê

máun hándasín: *dí ʔashín wádé*
ʔawá ʔayáun couʔ macaipphû
ʔashín ʔanyóu šìðalâ

dó kín pù: *ʔashín ʔanyóu mašìbû*
díhmá ʔashín ʔasêinnè ʔaneʔ šìdé
dí ʔashímmyâgóu, šín θabô càðalâ

máun hándasín: *dí ʔashímmyâgóu couʔ θabô càdé*
ʔasîn šìdè lóunjí šìðalâ

dó kín pù: *šìbàdé*

máun hándasín: *pôu siθθalâ*
pôu masiyyín, couʔ mawéjímbû
pôu sittè lóunjígóu couʔ wéjíndé

dó kín pù: *díganèi mayàhnáimbû*

máun hándasín: *kâumbábí*
hóu lóunjí lêidé wéjíndé
couʔ ʔaméi ʔatweʔ hnathé
couʔ yîzâ ʔatweʔ hnathé

dó kín pù: *ʔakhù šín ywêidè lóunjímyâ θeiʔ cìlòu kâumbádé*
šíndòu ʔaméiyìkán lúmyôumyâ lóunjígóu bá loummalê

máun hándasín: *nyà ʔeittè ʔakhá couttòu wuʔ ʔeimmé*

dó kín pù: *dílóu shóuyín, θeiʔ kâumbádé*

máun hándasín: *ʔâlôun pâun bélauʔ càðalê*

dó kín pù: *θôunzé càdé*

máun hándasín: *kâumbábí, θwâdòmé*
nauphmábê twèijàʔôunzòu[1]

dó kín pù: *cêizû tímbádé, šín*

máun hándasín: *shàinšìŋgóu mêibá*
ŋwéi tayádán sekkú ʔânhnáinðalâ

dó kín pù: *ʔânhnáimbádé*

máun hándasín: *couttòu ʔatweʔ khímbyâ ʔalouʔ myâ néidé*

dó kín pù: *mamyâbábû*

2. Mr. Taylor goes to a store to buy cigarettes and comes away with cigars.

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[1] Let's meet in the future, i.e. I'll be seeing you.

Record 21B, after 1st spiral.

máun têilá:	*khímbyà sháimhmá sîgare? yâunðalâ*
shàinšín:	*sîgare? mayâumbû* *shêileimmyâ yâumbádê*
máun têilá:	*kâumbábí* *sheilei? talei? yâumbá*
shàinšín:	*bá phyillòu θôun lêileillau? mawéðalê*
máun têilá:	*cou? shêilei? takhámà maθaupphûbû*
shàinšín:	*dí shêileimmyâ θei? θaullòu kâumbádê* *khímbyâ θau? cìyín, θìbálèimmé* *cí shêilei? taleikkóu ?ayín θau? cìbá*
máun têilá:	*shêilei? θei? θaullòu kâumbádê* *tayá bé zêi yâunðalê*
shàinšín:	*dì pyín lú shóuyín, tajakkhwê yâumbádê* *khímbyâ ?atwe? tajannèbê yúbá*
máun têilá:	*dílóu shóuyín, cêizû tímbádê*
shàinšín:	*zêigóu yauttè ?akhá cou? sháingóu wímbá?ôun*
máun têilá:	*kâumbábí, khímbyá* *cou ?akhùmyâ ?awu?[1] wéjíndê* *?awu? béhmá yâunðalê*

3. The proprietor of the cigar store takes Mr. Taylor to a clothing store.

Record 21B, after 2nd spiral.

shàinšín:	*dó kín pù sháimhmá ?awu? ?amyôuzóun yâumbádê* *hóu sháin dó kín pù sháimbê* *dó kín pù, díhmá ?êðé tayau? ?awu? wéjíndé*
dó kín pù:	*lábá, šín* *bá ?awu? bá ?awummyâgóu lóujínðalê*
máun têilá:	*chwêigán bâumbí chwêigán ?êinjí chéi?einnè phanaccôumyâgóu lóujíndé*
dó kín pù:	*díhmá ?amyôuzóun šìbádê*

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[1] Misspoken on record. Should be: *cou? ?awummyâ ?akhù wéjíndé.*

SECTION E—CONVERSATION

1. Covering the Burmese in Basic Sentences

(Individual Study)

Cover the Burmese of the *Basic Sentences* and practice saying the Burmese equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Burmese expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the *Conversation* in previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. Invent new combinations of subject matter.

1. You tell a friend that you want to buy some presents for your girl and ask him where you can get something. He suggests that you go to the market. At the market you ask about *lóunjís*. He tells you that Burmans wear them, and you suggest that they would be good to sleep in. He says that he agrees.

2. You look at various colors and patterns of *lounjis* and discuss their suitability. You say that your girl doesn't like such and such colors or patterns but that she would look well in certain ones.

3. You discuss the prices of *lounjis* and decide on certain ones. Figure up the cost and pay for them.

SECTION F—CONVERSATION (*Cont.*)

Continue the conversations started in Section E, with a review of parts 1 and 2 of the section if necessary.

Finder List

ʔahmán	right, for sure	*ʔanyóu*	brown
ʔândé	pays change	*ʔaphôu*	price
ʔaneʔ	black	*ʔaphyú*	white
ʔaní	red	*ʔapyá*	blue

ʔasêin	green
ʔashín	color, appearance, form
ʔasiʔ	real genuine
ʔasîn	stripe
ʔawá	yellow
ʔayáun	color, brightness
bamá lúmyôuddòu	the Burmese people
chautthé	six (of garments)
cìlòu kâundé	is pretty, good to look at
cúmmà	I, my (woman speaking)
díhá	this (thing)
ʔeitté	sleeps
lessháun	present, gift
lóunjí	skirt worn by both men and women in Burma
mêidé	asks
myâzéidé	causes to be much, many
néibázéi	don't bother, (let it remain)
nídé	is red
ŋwéi	silver, money
pyissî	object, thing, article
pôu	silk
póudé	exceeds, is in excess
pyánʔôummé	will return again
sekkú	paper
šín	sir (woman speaking)
tamyôudê	only one kind
tamyôuzí	one kind each
tayáddán sekkú	100 rupee note
twèidé	finds, meets
twellaippá	figure it up
twetté	calculate, compute
θabô	disposition, nature
θabô càdé	approves, likes
θabô yàdé	is of the opinion
wutté	wears, dresses
yâundé	sells
yîzâ	sweetheart
ywêidé	selects, chooses

UNIT 12

REVIEW

SECTION A—WHAT DO YOU KNOW IN BURMESE?

Records 22A and 22B.

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 44 and mark the statements that you will hear from your Guide or the phonograph record either *T* or *F*. After you finish the quiz, the Group Leader will read out the correct answers for each statement. Check your paper and give your score to your Group Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80 per cent correct, you need more review of the previous units.

Spend the rest of the time going over the items on which you had difficulty.

SECTION B—HOW WOULD YOU SAY IT? (Individual Study)

Prepare to give orally the Burmese for each of the following sentences. Do not write anything down.

I.

1. My friend is looking for a place to live.
2. There are two rooms vacant in this house.
3. Do you want to go see them?
4. If you have time I'd like to go see them.
5. Let's go look.
6. Come with me.
7. Wait a minute.
8. (I) see somebody.
9. (I've) never seen him before.
10. I know him well.

II

1. (I) want to get a haircut.
2. (I) want to get a shave.
3. (I) want to have some clothes washed.

4. This (village) is a country village; it's not big; it's very small.
5. If that's the case, what's to be done?
6. You'll (probably) have to call a barber.
7. He can give you a haircut; he can shave you too.
8. Don't worry.
9. Never mind.
10. Where is there a tailor?

III

1. I'm hungry; I'm thirsty.
2. Do you know a good restaurant?
3. The shop on the street on that side is the best.
4. What curries do (you) have?
5. (We) have all kinds of curries.
6. Do (you) want to eat with (your) fingers?
7. He doesn't know how to eat with his fingers.
8. Is there anything else (you) want?
9. (I)'ll go and bring (them) right now.
10. All together 3R 12.

IV

1. Where do you want to go for a walk?
2. I want to walk around (in) the city and see the sights.
3. Where do you want to go first?
4. First let's go to the zoo.
5. How far is it?
6. If you walk, you'll have to go about three or four miles.
7. How about if you go by automobile?
8. A street car is already coming over there.
9. Let's get on.
10. Let's get off.

V

1. What do you want to buy?
2. (I) can't say yet for sure.
3. What's that called?
4. I agree completely. (I too am of the same opinion).
5. Do you like this color?
6. My girl doesn't like red (colors).
7. (I) want to buy six in all kinds of colors.
8. (I) want to buy six of them, one of each kind.
9. (I) don't want only one kind.
10. Can you change a hundred rupee note?

SECTION C—HOW DID YOU SAY IT?

Quiz by the Group Leader on the work you did in Section B. Keep your book closed. The Group Leader will ask you to take turns in speaking sentences by asking you to say the Burmese of the sentences in Section B. If you have a Guide, he will check on your pronunciation and the correctness of your Burmese.

SECTION D—HOW WOULD YOU SAY IT? (*Cont.*) (Individual Study)

Prepare to give orally the Burmese for each of the following sentences:

I

1. The two of us are taking a trip together.
2. What are your professions?
3. I'm a doctor; he's a business man.
4. Let's go up to the upper floor.
5. Let's go down to the lower floor.
6. (I) see somebody over there.
7. (I) don't know who he is.
8. I never saw him before.
9. Is he a friend of yours?
10. He isn't a friend of mine.

II

1. Don't worry.
2. You can give your clothes to the tailor.
3. My shirt and pants are torn.
4. (I) want to buy some socks.
5. (I) want to take a bath.
6. You can take a bath in this house.
7. Is there any hot water?
8. If that's the case what do you do?
9. I always bathe in cold water.
10. Never mind.

III

1. Can you get Chinese meals in this city?
2. You can get (them) only in big cities.
3. If that's the case, we'll have to eat in a Burmese restaurant.
4. Does the proprietor do the cooking himself?
5. Let's go in.
6. First bring two bottles of beer.
7. Give us three packs of cigarettes and two boxes of matches.
8. I want to wash my hands.
9. Wash in this bowl.
10. Altogether how much does it cost?

IV

1. Call a rickshaw.
2. How much will it be?
3. Climb in and sit down.
4. Shall I go straight to the zoo first?
5. Haven't we got there yet?
6. Get off (down).
7. Can (you) go by automobile?
8. How far is it from here?
9. Do you want to go see (it) with me.
10. It's not far from the pagoda.

V.

1. I want to buy three *lounjis* as a present for my aunt.
2. How is this pattern?
3. Is it real silk?
4. If it's not real silk, I don't want to buy it.
5. (You) can't get (them) today.
6. What are you Americans going to do with *lounjis?*
7. We'll wear them when we sleep at night.
8. We've made a lot of work for you.
9. Do (you) sell cigarettes here?
10. No (we) sell cigars.

SECTION E—HOW DID YOU SAY IT?

Quiz by the Group Leader on the work you did in Section D. Keep your book closed. The Group Leader will ask you to take turns in speaking sentences by saying the English. If you have a Guide he will check on your pronunciation and the correctness of your Burmese.

SECTION F—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many topics which have been developed in Units 1—12 as you can, combining and varying them as you wish. All members of the group should have a chance to take part.